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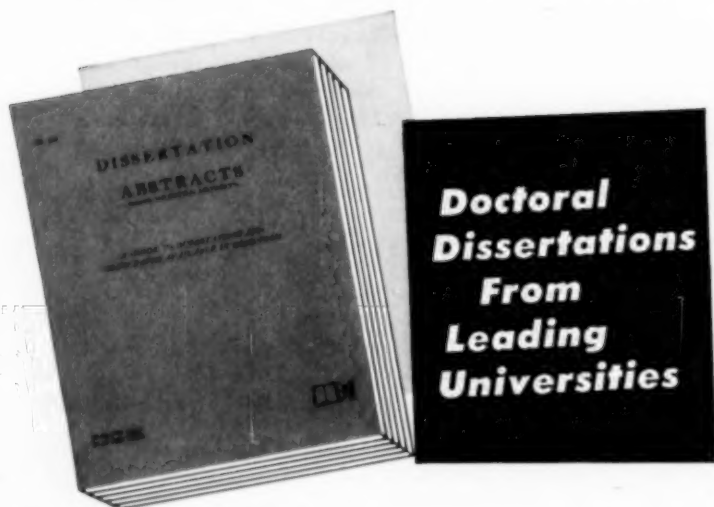
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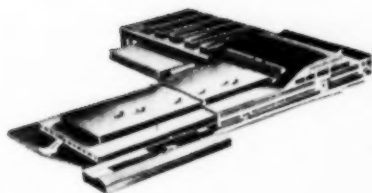
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July, 1954

Volume XV, Number 3

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By MARIAN C. MANLEY

Personalities Behind the Development of PAIS¹

Miss Manley is supervising business librarian, Newark Public Library.

THIS year, PAIS is forty years old. The subscribers to its weekly *Bulletin*,² its cumulations and its annual volumes have grown steadily since the first forty were enrolled in 1914. The quantity of material to which it is the key has increased even more. The annual volumes have expanded from the first in 1915 with its 344 pages to the current volume numbering 827. Yet PAIS is perhaps unique among library expenses in that the cooperating libraries are still paying \$100 annually, as they did when the service first appeared in printed form in 1915.

PAIS is a notable achievement, invaluable to libraries large and small. Yet it is probably one of the least discussed of library projects. In a professional world where hundreds of pages are devoted to the *pros* and *cons* and many facets of any library development, this quiet but steady progress is in itself a phenomenon. To what can such progress be attributed?

Frankly, PAIS can be considered the lengthened shadow of three men: John A. Lapp, Charles C. Williamson and Rollin A. Sawyer. Each one has been the directing head at a time when his special gifts have been of infinite value to the development of a great bibliographic tool. Each

one has given unsparingly of his ability and interest. The debt owed them by the library profession is great.

When we read in "Who's Who" of the long list of achievements of the distinguished labor arbitrator, Dr. John A. Lapp, it comes as a surprise to realize that we owe this major index to his efforts. We can be proud that in those early years he saw the outlines and ramifications of an increasing problem and through his leadership a solution was found.

PAIS was first discussed in 1910. A number of elements had combined to focus attention on the stream of special publications for which there was no general listing or guide. Legislative reference libraries had come into being. The six years' development of the Newark Business Library had helped to focus attention on many sources of information hitherto receiving little library attention. The Special Libraries Association, formed in 1909, had brought together a group of lively minds and afforded a meeting place for those who had had occasion to realize both the amount of specialized information in print and its relative inaccessibility.

In such a climate, Dr. Lapp, then with the Indiana State Legislative Reference Bureau brought up for discussion at the 1910 meeting of the Special Libraries Association the possibility of an index to public affairs publications. As chairman of the new Association's Public Affairs Committee, he stressed the need for such an index covering city and state reports, those from

¹ Paper presented at the meeting of the American Library History Round Table, Chicago, Ill., February 2, 1954.

² *Bulletin of the Public Affairs Information Service.*

many national associations in the field of public affairs, and the countless other sources of information untouched by the existing indexes. At succeeding conferences there was further discussion of the needs, but no method of meeting the problem was defined.

At the Kaaterskill Conference in 1913 no formal action was taken by the Special Libraries Association, but a group including Guy Marion, Arthur D. Little, Inc., Boston; John Cotton Dana, Newark Public Library; Robert H. Whitten, Public Service Commission, New York; George Godard, Connecticut State Library; Daniel Handy, Insurance Library Association, Boston; H. H. B. Meyer, Library of Congress, and Dr. Lapp, in informal discussion felt that no more time should pass without action. Dr. Lapp said, "The way to begin is to begin" and that if the major special libraries would each pledge \$25 annually, and would cooperate in supplying material, he would undertake the work of assembling information at the Indiana Legislative Reference Bureau and distribute the lists in mimeographed forms with the bibliographical notes. As Dr. Lapp was also editing *Special Libraries* at that time, he had a supplementary source of material. He believed that the benefit to the Indiana Bureau in becoming the clearing house for the materials justified the use of staff time in the project. The payments from the co-operators covered the mimeographing and distribution costs. Lillian Henley of the staff of the Legislative Reference Bureau took the major job of managing the work and Ethel Cleland, then librarian of the Bureau, gave much assistance. Dr. Lapp took as his share of the venture the determination of types of material and priorities. It was on this basis that PAIS first came into being and went on for one year.

At this point another of our library

geniuses came into the picture. H. W. Wilson with his gift for the development of the current printed index saw the potentialities of PAIS and went to Dr. Lapp with a proposal that the material be printed cumulatively in the form of other Wilson publications. He proposed to take it over as a cooperative enterprise and publish it on a "cost plus" basis. The co-operators agreed and Dr. Lapp was enlisted by Mr. Wilson to go to White Plains to help organize the new bulletin and to secure the minimum number of co-operators. Orrena Louise Evans became the first editor. Expenses were covered by the 70 or so co-operators who were now paying \$100 a year.

With the printed weekly bulletins and the frequent cumulations, PAIS became even more useful to the co-operators. An Advisory Committee was established consisting of Dr. Lapp, George S. Godard and Charles C. Williamson, then librarian of the New York Municipal Reference Library. Under the editorship of Miss Evans and later Lillian Henley, the growth was satisfying. Innumerable problems incident to the development of the publication were solved and the format that has proved so satisfactory was evolved. Dr. Lapp's interest was unabated and he served as a member of the Advisory Committee, but his active direction was discontinued after he had done this major task of organization. Dr. Charles C. Williamson became chairman.

Dr. Williamson had served on the Advisory Committee of PAIS since 1915, but while he was Municipal Reference Librarian, his interest in the growth of PAIS was not too acute. But when he became chief of the New York Public Library Economics Division in 1919, he had immediate reason to become more deeply interested. From the vantage point of the Economics Division two problems became clear. Comparatively few of the materials that should be

indexed in PAIS were flowing naturally into the Wilson offices for use in such an index. On the other hand, the New York Public Library had an abundant intake of valuable material from all over the world, both free and purchased. In normal library processes such material could not be as fully analyzed as it should be for good service. In Dr. Williamson's eyes a desirable method for meeting such a situation was the transference of the editorial office of PAIS from the H. W. Wilson Company to the Economics Division. This would give the editor a chance to select material for inclusion from the wealth of publications received by the library. The prompt analysis and listing of such material in PAIS would not only give the users of PAIS prompt information on hundreds of publications, it would give the New York Public Library a much more detailed and promptly issued printed guide to its resources in this field than could be financially and administratively possible under any other circumstances.

At this time the Advisory Committee consisted of Dr. Lapp, Mr. Godard, Mr. Hicks, Mr. Wheeler and Dr. Williamson. Service on the Committee had been a pleasant and not too strenuous responsibility. Dr. Williamson's new slant on the future possibilities of PAIS changed this for a while. The revolutionary idea led to much discussion and produced some masterly and detailed memoranda. It was not surprising that the editor and the publisher were disturbed at the possibility of difficulties developing in what had become a smoothly running operation. Where the library was concerned Dr. Williamson had other problems. He had to convince the naturally dubious Director, Mr. Anderson, that the precedent set by letting him run a "commercial" service in the library building would not be dangerous. Too, the Acquisi-

tions Department of the library could not be expected to be altogether happy about letting PAIS have the first chance to go over the material that came to the library. However, in time Mr. Anderson was convinced. The Advisory Committee and the publisher discussed all angles. Eventually the soundness of the Williamson proposals was recognized and the plan accepted. As a result, the library cooperators in PAIS now have the tremendous advantage of consulting what amounts to an acquisition list of the New York Public Library's resources in the fields of economics and public affairs. Too, the opportunity for selective indexing of the extensive collection of periodicals in the same fields has immeasurably increased the value of the *Bulletin*.

Another important step taken at this time as a result of Dr. Williamson's study was a clarification of the organization of PAIS itself. Until that time it had operated on an informal basis with no clearly defined lines of responsibility. Just *who* decided *what* had never been stated and machinery for making suggestions by the co-operators effective, for example, with the publisher was nonexistent. With this general study of the status of PAIS it was apparent that its future progress demanded some definite basis by which the co-operators could, through their representatives, the Advisory Committee, control the service. As a result of this study, Dr. Williamson, as chairman, was asked to draw up articles of agreement and after their study by the members and adjustment of details, they were submitted to the co-operators for vote. These articles have since then been the basis for the operation of PAIS. Briefly stated, they outline the procedure by which the co-operators who are the libraries paying \$100 for the service, elect the Publications Committee of five members and that Committee, formerly the Advisory Commit-

tee, is responsible for the management of PAIS.

In the development of PAIS, Dr. Lapp was responsible for originating the plan and for starting the service on its long and successful career. Dr. Williamson, in the period in which he guided its destinies, had greatly expanded the usefulness of the service by bringing the editorial work to the New York Public Library. Under his auspices the formal organization of PAIS had been clarified. Annual revenues for PAIS had grown from \$7,378 in 1915 to \$12,794 in 1919. PAIS was now a well established entity.

When Rollin Sawyer became chief of the Economics Division in 1919 he succeeded Dr. Williamson as chairman of the Publications Committee for PAIS, a position he has held since that time. The editorial policies had been established, a formal organizational procedure had been defined. But in 1923 another major change took place. Until then, the financial management had been in the hands of the H. W. Wilson Company as publishers. At that time Mr. Wilson asked to be relieved of the responsibility and it was assumed by the Publications Committee while the H. W. Wilson Company continued as printer. This shift in management was a logical move as it placed all managerial responsibilities with the Committee. Since 1923, the chairman has been editorial advisor, general manager, salesman and bookkeeper, a combination of duties carried out with remarkable success by Mr. Sawyer.

PAIS, a library sponsored and library managed project, is a business success. A non-profit organization, it has published for forty years a bulletin which has become a foundation reference tool in all but the smallest libraries. In 1953 its 663 contributors received weekly bulletins of 24 pages covering some 700 entries each and an an-

nual of 827 pages. This has been done without any increase in the annual contribution of \$100, first established in 1915. In this period the cost value of the subscription list has grown to be four times as large, or from \$12,367 to \$53,430. The revenue for 1953 covered a payroll of \$31,174 and printing costs of \$20,910 as compared with the corresponding costs of \$5,700 and \$4,500 when Mr. Sawyer took over in 1921. This change can be attributed in part to a growing understanding by librarians of the need for this tool. To a far greater extent it must be attributed to the quiet systematic work of its able chairman.

To the editors who, in the forty years of its growth, have facilitated the use of the flood of publications, the library world is greatly indebted also. The list includes only seven names, but their contributions are diversified. While Lillian Henley edited the mimeographed sheets that appeared when PAIS was issued from Indianapolis, Orrena Louise Evans was the first editor of the printed bulletin published by the H. W. Wilson Company. The first annual cumulation appeared with Miss Evans as editor in 1915 and in its introduction she summarizes the development of PAIS and the problems met in its progress. She passes lightly over the difficulties but they must have been many. Although Miss Evans had the great advantage of drawing on the experience of the H. W. Wilson Company in the solution of indexing and format problems, there were still the questions created by the special peculiarities of the varied types of material included in PAIS. It is a tribute to her powers of organization and editorial ability that the current format of PAIS so closely follows the pattern which she set.

But editorial problems were not the only ones encountered in these early days. A

system of obtaining material to list had to be built up almost from the bottom. In this the cooperators were supposed to assist but with the loose organization it was natural that their aid was intermittent. Much correspondence was required to insure accuracy in the entries. All in all, the first volume can be considered a monument to Miss Evans' diligence and enterprise. In writing of these early days, Miss Evans says: "Your letter has set me thinking of those early days of Public Affairs Information Service when the H. W. Wilson Company was housed in a big garage on Mamaroneck Avenue in White Plains. The front end of the building had a second floor and this is where PAIS was housed. From the editorial and printing standpoints the H. W. Wilson Company was a wonderful place for PAIS, as was the access to conventional books and periodicals; but for the real purpose for which PAIS was organized—to call attention to pamphlets, reports, ephemeral material, notices of meetings, digests of legislation, and the like—it was anything but a fertile field. I remember what a feeling of helplessness I had in trying to issue a *Bulletin* without access to the needed information. Mr. Lapp and his Bureau of Legislative Information were most helpful in the early days in sending notices of information to be included.

"Our staff began busily writing letters to government agencies (federal, state and local), universities, associations and other sources and received enough material to issue the *Bulletin* from week to week. But I used to wish the work could be done in New York where access to publishers and libraries would make it possible to cull only the best. When I learned the compilation of material for the *Bulletin* was to be taken to the New York Public Library I considered it a wise move.

"During my association with PAIS the form of publication was worked out, decision was made to include the various key lists in the front of the *Annual*, editorial policy and office routine adopted, and a start made in turning the vast tide of ephemeral material toward the H. W. Wilson Company for listing. Mr. Wilson and the editors of the other H. W. Wilson publications were most helpful, both by making their review publications available and by suggestions as to form and methods. Mr. Lapp made frequent visits to New York and came out to see how PAIS was getting along. He was full of optimism and enthusiasm and had a keen grasp of the field. His advice and suggestions were of the greatest assistance."

After two years as editor, Miss Evans left to become librarian of the Bureau of Public Roads in Washington, a position with which we all associate her. Lillian Henley, who had handled the preliminary issues of the *Bulletin*, came on from Indianapolis to be the next editor. In her first annual, 1916, she pays tribute to Miss Evans for her work. Miss Henley in turn dealt with the problems of expanding the content of the *Bulletin* until 1919, a period in which publishing problems diminished with the close cooperation possible through its location at the Wilson plant.

Experimentation in different lines was tried in this period and it was at this time that one noble experiment was finally proved to be impractical. When PAIS was first projected, one service attempted was its use as a clearing house for these special publications so that cooperators could use the *Bulletin* as a checklist placing orders through PAIS. Such work had clogged the machinery of the publication to such an extent that the prompt listing of useful material was impossible. With the general

reorganization that took place and the study of the work of PAIS, it was decided to eliminate all order work for cooperators and confine the efforts of the PAIS staff to the development of the *Bulletin* itself. As a result there was immediate improvement in the varied content of the *Bulletin* and the promptness with which material was listed.

When in 1919 the editorial offices of PAIS were moved from the H. W. Wilson Company to the Economics Division of the New York Public Library, Miss Henley left to become research secretary of the National Municipal League. Alice L. Jewett took over in her place and served as editor for two years. This again was a period of adjustment. The editor now had the advantages of contact with the resources of a large reference library. Through the courtesy of the library, incoming books, pamphlets and documents were examined each day so that everything which fell within the scope of the service was immediately available. Too, there was the great advantage afforded in the opportunity to examine many economic and trade periodicals not elsewhere indexed. This system made possible not only greater promptness in listing material, but also much more discriminating selection than was possible when money and so much of the editor's time were consumed in acquiring material which, once listed, was of no further use to PAIS. The great advantage of prompt examination, held to this day, has meant that the weekly bulletins can carry information on publications received shortly before going to press.

Under these three editors, the problems in the development of PAIS as a serviceable index were to a great extent solved. Under Miss Evans and Miss Henley the format was evolved and the scope of the entries was decided. In Miss Jewett's term, the

problems of working with the facilities of the library were encountered and a procedure satisfactory to the library personnel and effective for PAIS was found. The path for future editors to follow was clearly defined.

Miss Jewett served as editor from 1920 to 1922 and Harriet Burcholdt, who followed her, from 1922 to 1925. Then came the long period of service as editor of Mary Elizabeth Furbeck, who kept the service moving smoothly for twenty-two years, 1925 to 1947. By now the problems of organization and scope had been solved. Close contact with the users of PAIS was invaluable in noting new trends and adjusting headings and entries to changing conditions. Rollin Sawyer with his wide knowledge of the field and intense interest in the development of the service, was at hand for consultation. The chief objective of the service now was adequate coverage and prompt publication. Miss Furbeck, quiet, systematic and persevering, was well equipped for the work that she carried on so satisfactorily until ill health forced her retirement in 1945.

The position of editor of PAIS is not an easy one to fill. While it offers the advantage of at least a brief opportunity to scan the varied publications growing out of the changing trends and demands of the whole field of economics and public affairs, it calls for the patience to participate in and oversee an immeasurable amount of detail. Yards of galley press must be read and thousands of entries must fall into their appropriate place. While the machinery for handling this detail is established, the human element is always present and its weakness must be anticipated. Only those with special qualities can spend long hours happily engaged in this work and the library world has been fortunate that so far PAIS has been able to find people of this calibre.

When Miss Furbeck retired, her long time associate, May Mellinger, retired also and the chairman had some difficult years in continuing a smoothly running publication. The shortage in library personnel in the years from 1945 on made it difficult to fill the position. Fortunately, Mary E. Bartley, who had come up through the ranks of PAIS proved to be adaptable and resourceful. PAIS continued to prove its worth, but with many hectic moments for the chairman and for Miss Bartley as editor. In 1952 Miss Bartley asked to be released as soon as a successor could be found, and after some months, the present editor, Robert S. Wilson was appointed. With a background of professional training, with experience in the Acquisitions Department of the New York Public Library, and with his real interest in the opportunity to note the progress of world affairs through the flow of print, the editorial future of PAIS has brightened considerably and the Publications Committee and its Chairman may feel more at ease about the immediate future.

In the growth of PAIS the respective chairmen and editors have of necessity carried the full burden but the parts played by the other members of the Committee and by the cooperators have their important aspects. The cooperators with their substantial financial contribution through the years made the growth of PAIS possible. In their varying degrees of expressed interest they have helped to develop the scope and editorial value of the service. Each year they receive a report of progress of their project and each year they vote for one member of the Publications Committee of five serving for a term of five years. Always the chairman and the different members of the Committee have welcomed suggestions for the development of the service and to the extent they have been

forthcoming the cooperators have made direct contributions to the increased service of the bulletin.

The members of the Publications Committee have been distinguished for length of service rather than for their number. Of the original group of three, Dr. John A. Lapp served from the beginning until 1929. His contribution to the service both as the first chairman and as a member of the Committee cannot be measured. Dr. Williamson, who clarified the organization of PAIS and brought it to the New York Public Library, served until he left that institution for the Rockefeller Foundation in 1921. George S. Godard, State Librarian of Connecticut, the last of the original three, served until his death in 1936. While less active than the other two, his thoughtful consideration of the organizational problems and his sound advice made his service of special value.

At the Louisville meeting of ALA in 1917 the original committee of three was expanded to five and Joseph L. Wheeler, then at Youngstown, and Frederick C. Hicks, at that time law librarian of Columbia University, were asked to serve. Mr. Wheeler served until 1922 when he resigned because of ill health. In 1929 Mr. Wheeler again came on the committee in place of Dr. Lapp, whose many other activities had forced him to give up the contact with PAIS. Mr. Wheeler brought to his service on the Committee the experience derived in a medium-sized library such as Youngstown and again in the large Enoch Pratt Free Library in Baltimore. Writing of his contacts with PAIS he says:

I was librarian at Youngstown, a hustling industrial city of smoke and steel, where the word "library" had been associated in the public mind with Shakespeare and children's books, rather than as a vital help in solving the daily vocational, civic and personal problems of the adult Tom,

Dick and Harry. PAIS was a tremendous lift, a new well oiled key to a vast realm of everyday community topics, and a stimulus to every library to get busy, beat the bushes, and introduce library materials and services to great groups of busy men who had no idea it could help them. I still think PAIS should have ten times as many subscribers, and that the libraries using it should keep up a stream of publicity about it...

Mr. Hicks served for slightly more than thirty years as a member of the Publications Committee, most of the time as its secretary. Always methodical and thorough, his contributions were greatly missed when ill health forced his retirement in 1948. Though seriously handicapped, his interest is still keen and his generosity in sending on his PAIS files is responsible for much of the data presented here.

When Mr. Wheeler resigned from the Publications Committee in 1922, he was succeeded by Dorsey W. Hyde, Jr., at that time engaged in civic research for the *American City*, and later librarian of the New York Municipal Reference Library. In these and later positions he both used and was useful to PAIS. Now in the retirement which brought his resignation from PAIS in 1952, his recollection of what PAIS meant in his work is still as keen. In writing of this he says:

In New York City I called PAIS to the attention of various city officials who learned for the first time of the research background of various civic problems. While with the National Chamber I compiled some sixty-odd technical and statistical reports on major civic problems, which were distributed to requesting chambers of commerce throughout the country. The compilation of these reports was made possible by the use of PAIS. Because of PAIS I was able to write reports with information no where else obtainable. All who heard it congratulated us upon the performance of a widely needed public service.

So for its first twenty-odd years, only seven people, the three successive chairmen, Dr. Lapp, Dr. Williamson, and Mr. Sawyer and four Committee members, Mr. Godard, Mr. Wheeler, Mr. Hicks and Mr. Hyde were responsible for the administration of PAIS. The death of Mr. Godard in 1936 and my appointment as his successor were the first major changes since the appointment of Mr. Sawyer in 1921 and Mr. Hyde in 1922. Now with the appointment of Donald Clark, associate librarian, Baker Library, Harvard, in 1948, Charles F. Gosnell, state librarian, New York, in 1949, and Eileen Thornton, librarian, Vassar College, in 1952, succeeding respectively, Mr. Wheeler, Mr. Hicks and Mr. Hyde, the founding fathers are no longer at the helm. But the years of experience of the chairman, Rollin Sawyer and the regard for the standards set for PAIS held by the Committee members, insures its continuance along the lines that have given so much satisfaction.

So much for the personalities that have guided and produced PAIS. Has its use increased with the same steady growth? On this, comments from two of the earliest subscribers throw light. In speaking of PAIS, Margaret Bonnell, librarian of the Metropolitan Life Insurance Company Library, one of the great special libraries of the country, says:

Our Insurance Research librarian tells me she found PAIS extremely useful in library research for a company staff which made an extensive study of Social Insurance and prepared a series of monographs published by the company in the 1930's. She has continued to use it for reference questions involving Social Insurance and Pensions—especially to keep informed about current legislation and International Labour Office reports. In reference work for the Business Research bureaus of our company we rely heavily on PAIS for

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By HARRY DEWEY

Handling Monographs in Series

Mr. Dewey is assistant professor, University of Wisconsin Library School.

MONOGRAPHS IN SERIES possess, separately, all of the characteristics of individually published treatises on separate subjects. Each monograph has, generally, its own author, title and subject matter—different from the other monographs in the series. In addition, each possesses a common series title, assigned by the publisher, that may have considerable significance for the cataloger. If each volume in the series is numbered, it becomes possible to catalog and classify the series as a single set or serial, rather than to classify separately each publication in the group. Separate classification for each volume or title in the set results in "scattering" the set in various locations on the shelves. The decision to scatter or not to scatter is, in the aggregate, one of the most important made in college and research libraries. The careful attention of administrators to the principles involved is warranted.

To Scatter or Not to Scatter?

A decision to scatter the volumes of the series or to classify them together on the shelves must be made with the arrival of the first volume in the series, or cataloging may be delayed until additional volumes are received. For libraries receiving numerous monographs in series this is a very important decision, for it determines the amount of attention that will have to be devoted to each future volume by the catalog department, and has a great deal to do with the amount of material on any one subject read-

ers can find by going directly to the class number for that subject without going to the card catalog. For example, if *Research Report* no. 36 of the Texas Engineering Experiment Station is received, and classified in 371.62 (the Decimal Classification number for school buildings and equipment), it becomes necessary, if conventional cataloging habits are followed, to make entries for the two authors, Caudill and Reed, as well as a subject card for the work, which is titled *Geometry of Classrooms as Related to Natural Lighting and Natural Ventilation*. While the library is waiting for Library of Congress cards the monograph must be shelved in some temporary location, or a special procedure for classifying without cataloging must be invoked. Worse than this, however, is the precedent set for the future. Once one number in the series is separately cataloged, all future numbers will have to be so treated, unless the decision to scatter is reversed, in which case there will be a strong temptation to recatalog no. 36 to "put it with the set."

Many catalog administrators decide whether or not to scatter a series on the basis of regularity of receipt of the issues, but this practice often results in burdening the department with a mass of unanticipated monographs requiring separate cataloging. General practice is to scatter sets of which the different volumes are separately ordered on the basis of individual merit and need, and to classify sets together only if (but not necessarily when) the library has placed a standing order for the series. Thus many sets are scattered that would have been kept together had the library only placed a

standing order at the beginning. Such a policy is neither logical nor desirable. Series should be scattered or kept together on the basis of their own merits and the needs of the library and not on the basis of regularity of receipt. Catalogers who assume the library is not "likely" to receive any more volumes in a series may be expected to guess wrong in a good percentage of cases, for after all, would they not have made the same negative guess prior to publication of the volume in hand?

The cost, to the catalog department, in terms of future staff time "reserved" for separate cataloging of future titles of scattered series may be measured by counting the number of series cards filed per month or year for such volumes, and multiplying it by the per volume cost of cataloging. The figure thus obtained represents a continuing encumbrance against the time available for all work by the cataloging staff, time that will be forever lost to other duties. Such a figure may be expected to remain constant in most libraries, or even to increase slightly. The administrator must weigh this cost against the advantages of separate classification for such monographs. If he does not reverse the policy, it may be assumed that he feels the practice to be worth its cost.

The cost of the alternative method may be measured in terms of the cost of adding volumes to sets already cataloged, obviously less than the cost of separate cataloging. Other hidden costs may include the extra work, for patrons or the staff, of using printed bibliographies to identify the series titles of monographs not found under author, title or subject in the catalog.

Public libraries are specially liberal about scattering sets; only a few of the largest ones take advantage of the savings that may be obtained by a parsimonious scattering policy. Since acquisition is inevitably governed by time available for processing

(especially in public libraries), these libraries are actually depriving themselves of materials in order to shelve by subject the smaller number of titles that can be processed under a "liberal" scattering policy.

Catalog administrators must be careful not to commit too high a percentage of departmental time to monographs in series that must be separately cataloged. It is the author's opinion that no library can build a great research collection except at fantastic processing cost, unless it carefully limits its scattering policy.

Criteria for Scattering

Among the considerations to be weighed in deciding whether or not to scatter monograph series are the following:

1. Regularity of receipt. This consideration has been discussed above. Regardless of regularity, if there are to be any future acquisitions, by accident or design, the catalog department will be committed to devote "cataloging time," as opposed to "adding time" (time taken to "add" them to the serial record or shelflist), to them.
2. Series that are "out of scope." Long-established series, the contents of which are known to include only rarely titles within the scope of the library's acquisition policy, may be scattered without a particularly large commitment on future time.
3. Binding. If a series is paper-bound, to scatter it is to invoke a commitment to bind separately all future volumes. Even pamphlet binders are expensive. If the series is not to be scattered, several volumes may be bound together. On the other hand, if the volumes are published in cloth bindings, or are so thick as to require separate binding, or are published in such odd sizes as to require separate binding, this factor need not be considered in making the decision to scatter or not.
4. Variety of subject matter. If the series consists of titles on closely related subjects, e.g. the *Census Monographs* of the Bureau of the Census, and would

shelve near each other even if scattered, nothing is gained by scattering. On the other hand, such series as the *Reference Shelf* would be more readily located, if scattered, by readers browsing in an open-stack library. Libraries with stacks divided on the subject-divisional plan might more logically pursue a liberal scattering policy than libraries with central-core stacks, although such libraries cannot hope to disperse all subject materials appropriately, without resorting to scattering the articles that appear in the general periodicals, or the chapters in books that deal with overlapping subjects, etc.

5. Availability of LC cards. If LC cards are not obtainable for each separate monograph in the series, then the encumbrance on catalog department time resulting from a decision to scatter the set is indeed heavy, whether or not LC series cards are available. On the other hand, if LC analytic cards are available, but a series card is not, it may be cheaper to prepare the series card locally and avoid the not inconsequential expenses incident to separate classification and cataloging with LC cards. The analytic cards may be used anyhow, if the set is not scattered, at considerably less cost than is entailed in their use as an adjunct to separate classification (see below).
6. Numbering. If the monographs in the series are not numbered according to a system whereby each title can be identified exclusively by series title and volume number (or date), it becomes impossible or inadvisable not to scatter them. The cataloger must otherwise supply arbitrary numbers to the volumes, and keep up-to-date, on the catalog card, a key to these volume numbers; location of the volumes is otherwise impossible. If the series title and numbering are placed on the volumes in a very obscure position, the cost savings must be weighed carefully against the fact that bibliographical citations are apt to omit mention of such series notes, even in such bibliographically reliable publications as the H. W. Wilson Company and LC indexes and catalogs. This is likely to be true of series with

complex systems of numbering or cryptic series titles, such as the "ARC" series published by the American Red Cross, etc., since these series may go unrecognized as such, or be dismissed as unimportant, by bibliographers, as indeed they often are.

7. Publisher. It is not advisable to classify together monographs in series issued by "trade" publishers, even though numbered, for the simple, if technically illogical, reason that librarians (let alone patrons) do not expect to have to look under series titles to find such series, and for the technically valid reason that bibliographers and researchers almost universally omit mention of such series titles in their catalogs, indexes and bibliographies. This latter factor would render well-nigh impossible the identification and location of such monographs if they were classified as sets.

How to Scatter

Monographs in series should generally be recorded in the continuation or serials record. If they were separately ordered, an order card, Library of Congress card order slip, and catalogers' work slip (for instructions to typist) may already have been prepared. If not, these records will have to be made. The monographs are then cataloged as though they were separate books, except that a series card is filed in the card catalog for the benefit of readers using the series approach, and who may not know the author or title of the volume desired. Main cards for scattered series are prepared by few libraries; when prepared, they may carry some such legend as "For call numbers and titles of individual volumes, see cards following." Such main cards are useful for carrying the tracing for cross-references from series editors, previous (changed) series titles, and from the names of societies, institutions or other corporate bodies responsible for the series, when these are necessary. Cross-references to the main card are preferred over added entries for such names,

since the reader is thus guided to the file of series cards showing contents and call numbers. The cross-references should be made even if no main card is prepared, and in such cases should be traced in the library's cross-reference authority file.

Unless the title is common to several series, series entry should be made under title, e.g. *Census monograph no. 4*, rather than *U.S. Bureau of the Census. Census monograph no. 4*, for author-title series entries take up a great deal of room when typed at the top of printed analytic cards. The series title should be given in the singular when it appears in the singular on the individual monographs, e.g. *Bulletin 224*, not *Bulletins*, no. 224.

How to Classify as Sets

Classification, as sets, of monographs in series is completed when the initial volume is cataloged. Thereafter, succeeding volumes are added to the serials record, shelf-list, and catalog cards, depending upon the number of places in which the holdings record is duplicated in the library.

Series, when cataloged and classified as such, are preferably entered under title, unless the title is common to several different series, e.g. *Research report*, *Bulletin*, etc., in which case entry should be made under the name of the organization or person responsible for the series.

Main Library of Congress cards are not available for many series, for that library has traditionally pursued a very liberal scattering policy, fortunately (or perhaps unfortunately) for American libraries. This policy has been augmented by a liberal policy of analyzing a goodly proportion of even those series that were not scattered. Library of Congress policy in these respects springs from the desire to render good bibliographic service to readers, but undoubtedly has its roots in the days when

cataloging time was not so scarce and expensive as now, and when the concept that the library stacks (classification) should reveal as much as possible of the subject content of a library was more popular than it is today. These factors account, in part, for the scarcity of main LC cards for series, and for the relative abundance of LC analytic cards.

To Analyze or Not

To scatter a series, of course, means that it is automatically analyzed; each separate monograph is given author, title and subject cataloging. However, when sets are not scattered, someone must decide whether or not to analyze the component monographs.

One might at first think that the purpose of classifying monographs together would be defeated by a decision to go ahead and put analytic cards in the catalog anyhow. Upon reflection, however, the cataloger can see that, if the analytic cards can be obtained by standing order from the Library of Congress, nearly all of the savings resulting from not scattering the set will be salvaged. The volumes may still be sent quickly to the stacks and classification of each volume is avoided. Later, when the LC cards are received, the call number (including the volume number) and headings may be typed on them without even calling the volume from the stacks; this practice is widespread. Most libraries have a special "analytics" file, where receipt of cards and volumes is noted; this file also contains a record of the established series entry form, call number of the set, and other information essential to the process whereby cataloging is undertaken without consultation of the volumes. Of course, such records are maintained only for series titles regularly received. If LC cards arrive before the volume, they may be forwarded to the serial librarian with a form request to claim the missing issue.

Among the factors that must be con-

sidered in deciding whether or not to analyze the series are:

- (1) Availability of LC cards. If LC analytic cards are not available, the work of analysis will be overly time-consuming and costly. The list of series for which analytics are prepared locally will be carefully scrutinized by the economy-minded cataloging administrator.
- (2) Availability of printed indexes. Printed indexes available to the public and to the reference librarians may be substituted for costly catalog analysis. Such indexes as *Firkins' Index to Short Stories* and the *LC Subject Catalog* are expensive; they do not earn their purchase price if their contents are duplicated in the card catalog. This is not to say that series analyzed in the LC printed catalogs should not be analyzed in the library's card catalog; however, the titles chosen for analysis should be chosen with care and with the expectation that the cards will be frequently used.
- (3) Library holdings. If the library has a limited amount of material in the subject area of a particular series of monographs, more serious consideration should be given to analysis.
- (4) Demand. Institutional and reader interest in the subject area, or lack thereof, may dictate the decision.
- (5) Local interest. If the series contains monographs by leading local citizens, members of the faculty, or about local persons, places, organizations, etc., analytic cards may be made for these.

Reference Books in Series

The reference librarian, or the librarian of any special collection in the library, occasionally asks that copies of certain monographs be taken out of the set (if the set is not scattered) so that they may be shelved in the special collection. Assuming that the desired titles would be useful in the reference or other collection, the cataloger should yield as gracefully as possible. Unless the

library wishes to purchase an extra copy for the reference collection, the continuity and completeness of the set must be impaired by removal of the desired volume. If the reference librarian feels strongly that it should be shelved by subject, it should be so classified, rather than given the call number of the series.

Hodge's *Handbook of American Indians North of Mexico* is more appropriately shelved, in a reference collection where use is heavy and the classification is important, under R970.1 than under R572.7, the number that might be given to the Bureau of American Ethnology *Bulletin* series in which this title was published. On the other hand, reference collections are often small, and the reference librarians would soon learn the volume's call number, no matter what it might be. As long, however, as the catalog cards have to be changed to indicate the special location of this particular volume, it is not much more difficult to please the reference librarian by classifying the monograph by its subject. Such a note as "Vol. 30 has call number R970.1 H66h" should then be added to the main series cards. If the set has been analyzed, the correct call number must be given on the analytic cards.

Catalogers should not allow themselves to be annoyed by such special requests, especially if they go blithely along scattering whole series even though no one would care if they were classified together.

Who Decides?

Who should decide whether series are to be scattered or kept together? Some librarians maintain that such decisions are entirely the function of the reference librarian, or the subject divisional librarian, the officer responsible for the book collections, or other members of the readers' services staff, since they alone know the extent

to which successful alternative cataloging methods, e.g. printed indexes, may be used. Others maintain that the catalog administrator alone is aware of the commitments on the time of his staff that are made by such decisions, and that he knows better how much of his staff's time is needed for other work. Others maintain that it makes little difference who decides, as long as the deciding officer keeps in mind both (1) needs of readers in terms of ability to find books under the specific class numbers for their contents, and (2) the effect of such decisions on the catalog department and on its ability to perform with maximum efficiency.

It is to be expected that if the decision is

left to those in charge of readers' services, more sets will be scattered than if the decision is left to those in charge of technical services. Some high-level library executives may wish to make the decision themselves.

The decision to scatter or not to scatter monographs in series is one of sufficient importance and has such far-reaching effects on library processing costs as to warrant the personal attention of administrators at the cataloging level, technical processes level or top-administrator level. Every such administrator should have or acquire a thorough understanding of how and why the decisions are reached in his library, and of the effects of the prevailing policy.

Personalities Behind the Development of PAIS

(Continued from page 270)

information in fields of wholesale and retail trade and finance.

Its use from another angle is reflected in a letter from Esther Schlundt, head of the Readers Division of Purdue University Libraries:

With the growth of our graduate school program we have found that the demand for the special services which PAIS can render has increased and that we now also acquire many more of the special studies and series which are included in this index. From a practical point of view we consider it a very satisfactory social science index and invaluable when it comes to finding pertinent state, federal, and now United Nations documents from a subject approach. We, of course, use with great frequency, the *Directory of Publications and Organizations* as well as the bibliographical data given in the *Key to Peri-*

odical References.

I well remember having helped a student in aeronautical engineering try to find material on the transportation of pharmaceuticals by air. We searched through the engineering and aviation literature indexes with little success and then went to PAIS to find there just about what he wanted in a Wayne University Study in Air Transportation on the air cargo potential in drugs and pharmaceuticals.

While the chairmen of the Publications Committee have carried the administrative burden, and the demands on the members of the Committee have been slight, we find an enduring satisfaction in our relationship to a financially sound institution that quietly and without fanfare has served so effectively as an aid to research.

Maximum Benefits from a Program for Staff Reading

Dr. Burton is an instructor in English and has taught in the Developmental Reading Program at Purdue University.

THAT LIBRARIANS SHOULD KNOW more about books than their covers and the cards which locate them is easy to see, but it is not always so easy to see how this goal can be achieved. Libraries cannot depend on getting staffs made up only of devoted booklovers or of those determined to keep up with the best of current books; they cannot depend, that is, on the extracurricular ambition of their staffs. But at last the profession is becoming more acutely aware of the problem and is suggesting ways of solving it. Any effort to prevent the disappearance of the well-read librarian is praiseworthy. One of the best of such efforts is that of Robert H. Muller,¹ who suggests that libraries allow on-the-job time for librarians to read. "What [such a] program would create (he writes) is a staff of librarians who read and who know books and who may thus be in a better position to stimulate reading in others. . . . It is the book-steeped atmosphere thus engendered that would also save the soul of many a library employee and encourage others to join the profession." Mr. Muller proceeds to work out the details of the program, which I need not summarize, since his proposals are familiar to the readers of this journal.

Mr. Muller's is no doubt the ultimate solution, but the cost of the program as stated (he estimates \$23.55 per book read) is so exceptionally high that it appears unlikely of adoption in more than one or two farsighted—and wealthy—libraries. But a way is open to reduce the cost by at least 50%, or from \$23.55 to approximately \$11.78 per book read. This reduction is possible by increasing the efficiency of the reading; for it can be demonstrated that the average reader can double his reading speed with no loss of comprehension—or perhaps even with a slight gain in comprehension. The forty pages per hour as an estimate of the speed of the average reader of the average book, as cited by Mr. Muller for his calculations of the cost of the program, can be accepted; but when the average reader reads eighty pages per hour instead of forty, the cost is of course reduced by one-half. And since librarians usually have a predisposition in favor of reading, else they would not be librarians, they are probably above-average readers, and many could expect with brief training to triple their reading speed or to make still more exceptional gains. If the staff members participating in Mr. Muller's program, or one like it, could learn to triple their reading speed (and I should not be surprised if they did), the cost would be \$7.85 per book read. Not only would the cost of the program of staff reading be reduced with the help of a program of developmental reading, but the other reading activities of the staff would

¹"A Program for Staff Reading," *COLLEGE AND RESEARCH LIBRARIES*, 14:235-239, July, 1953.

also be more efficient—their other library tasks as well as the reading they do on their own time.

Mr. Muller's program calls for two hours daily, or about 25% of staff time, which represents a percentage increase required to pay for the program "of probably less than 13% of the total budget in public libraries." When the developmental reading program is adopted as a part of the staff reading program, one hour daily should be sufficient to bring the same results, and the cost would be about 6% of the budget.

In the improvement of reading speeds, I believe, lies the answer to the problem of finding time to be well read. And time to be well read is doubly necessary for librarians if they are to continue to be guides to the insides of books as well as to the out-sides, and if, as Mr. Muller says, the profession of librarianship is to continue to attract *not* the dull, routine, and clerical, but the literate, the well informed, and the judicious.

It is well to say, improve your reading speed two- or three-fold, with no loss of comprehension; but how is it to be done? Fortunately, the method is now, after eight or ten years of research and experiment, well known, and can, I think, be considered almost certain of producing excellent results.² The details of the method and the record of the results are easily available.³ Briefly, the method is this: one who wishes to realize more fully his reading potential reads an hour or so several times a week with a *pacer*⁴ designed to encourage him to

add gradually to his highest previous speed. If the reader is one of a group, he may also see a series of films⁵ which guide his eye movements rhythmically along a printed text, training him in the technique of better reading. The reader will probably be tested frequently in his speed and comprehension of articles of varying difficulty. If a reader is working alone,⁶ he will give himself essentially the same training except that he will not have access to the films.

And what results can be expected? Published findings vary, of course, with the nature of the instruction and with the abilities and application of the readers; but in three or four months of regular training average readers can expect to double their reading rates and to gain slightly in comprehension. The 608 students in the Developmental Reading Program at Purdue University, for example, in the fall semester of 1953, began with an average reading speed of 222 words per minute, and ended with a speed of 457 words per minute. This is 106% improvement, or something more than a doubling of the beginning reading speeds.⁷ Comprehension of material read at the beginning was 58% and of similar material at the end of the term, 70%; so that, far from sacrificing comprehension for speed of reading, there was actually a significant gain. Individual readers, naturally, gained much more in reading speed; and perhaps eight or ten readers out of a hundred read more than 1000 words per minute after two or three months of instruction at two hours each week. An

² The development reading is not to be confused with remedial reading for handicapped readers. Developmental reading programs are designed for average and superior readers.

³ Among these are Cosper, Russell and Mills, Barries, "Developmental Reading at Purdue," *Journal of Higher Education*, 24:258-262, May, 1953; and Kinne, Ernest W., "Reading Improvement for Adults," *College English*, 15:222-228, January, 1954.

⁴ Several types of pacer are available. Among them are the Accelerator (Science Research Associates, Chicago, \$105.67), the Shadowscope (Lafayette Instrument Company, Lafayette, Indiana, \$95.00), and the Rateometer (Audio-Visual Research, Chicago, \$35.00). List prices are given.

⁵ Best known is the Harvard University series of seventeen films.

⁶ Among the books designed to improve the abilities of a reader working alone as well as the member of a group are: Lewis, Norman, *How to Read Better and Faster*, rev. ed. N. Y., Crowell, 1951; and Glock, Marvin D. *The Improvement of College Reading*, Boston, Houghton Mifflin, 1954.

⁷ I realize that an increase figured on the basis of "average beginning subtracted from average ending" is different statistically from an average figured on individual gains; but the difference is slight, and in any case the figure for the average of individual gains is not now available.

occasional, gifted reader will improve his reading speed ten-fold with no loss of comprehension.

So much for a brief account of the methods and possibilities of a program to improve reading habits. How can such a program help libraries with their plans for staff reading? The exact method will naturally vary with the facilities of the college or research library. If the library is connected with an institution which already has a developmental reading program, the library need only arrange to have selected staff members attend the classes. A few staff members, upon completing the program, may wish to continue their reading with a pater as long as they improve their reading skills. Tests show that most of the increases in reading speeds are retained, even after three or four years, and, with continued reading, the increased speed is presumably retained indefinitely.

Most libraries, however, will not have access to an already established program of developmental reading. A college library will do well, in this case, to enlist the assistance of someone in the Education Department or in the English Department who is familiar with the developmental reading program in order to secure preliminary counsel, or to appoint a member of the staff to investigate the procedure and make recommendations. The procedure when no established program is available is to supply training facilities for the improvement of reading skills on an individual rather than a class basis. Such facilities might be provided in this manner: the library will set aside a room (behind the scenes in comfortable surroundings, as Mr. Muller suggests) for on-the-job reading by participating staff members. A small room of office size will suffice. The room will be equipped with a table and chair, a pacer and book of instructions.⁸ With this mini-

mum equipment, a staff member is ready to read. He will spend his first few days familiarizing himself with the principles and methods of reading improvement and with the operation of the pacer. He will set the pacer at a speed slightly too fast for reading comfort and try daily to increase his speed by five or ten percent. Not all the added speed will remain with him, of course, but much of it will; and as he becomes more certain of his reading techniques, his speed will rise more rapidly.

In two or three weeks he will have completed the orientation and the reader will need to refer only occasionally to the instructions for additional suggestions for his reading improvement. He is now free to read, at a steadily increasing rate, the books which are his share of the library staff reading program. He learns to read books of varying difficulty at varying rates of speed. For a few minutes each week he will turn from his reading at the pacer to time his reading of an article and to check his comprehension. These weekly exercises serve as a measure of his progress. Several books have been designed for this purpose.⁹ Reasonable application to this program will soon enable him to read in one hour material which formerly required two or three.

Since each member of the program will use the room for only one hour a day, the room will serve as many members as there are hours in the library day—eight, twelve, or as in a few university libraries, sixteen. And if the library wishes to have its staff members read two hours a week instead of five or six, the number of staff members which can be accommodated in the de-

⁸ See Lewis or Glock in note 6.

⁹ Cooper, Russell, and Griffin, E. Glenn, *Toward Better Reading Skill*, N. Y., Appleton-Century-Crofts, 1951, has thirty articles, questions on each article for determining comprehension, problems for further discussion, vocabulary lists, and conversion tables; Perry, William G., and Whitlock, Charles P., *Selections for Improving Speed of Comprehension*, Cambridge, Harvard University Press, 1948, has fifteen articles, questions, and conversion tables.

velopmental reading room would be doubled or tripled, one shift of staff members reading for an hour on Monday and Thursday, say, and another on Tuesday and Friday. Or, as one set of readers is weaned from the pacer, those readers could use another part of the room, while a second set of readers begins instructions and reading by the pacer. Two hours a week instead of two hours a day would, of course, reduce the cost of the program still further, to about 2% or 3% of the total budget; but Mr. Muller believes that too great a limiting of the time allowed for the reading program will reduce the effectiveness as well as the cost.

It should be remembered that an understanding of ideas is the paramount purpose in reading and that a program of increasing speed is not a race. Members of a developmental reading program are not in competition with each other, but with themselves. A library cannot go into the developmental reading program with an eye chiefly on the money to be saved by making rapid readers of its staff, and should realize that its profits will come primarily from wide and efficient reading by the staff. The staff should not be made to feel that their object in improving reading skills is to save money, as indeed it is not, because however fast the reading is done, the library is still underwriting the program and is simply offering an additional service which will benefit all concerned. Benefits accrue because rapid reading is good reading, and slow reading is poor reading: all records of developmental reading programs I have seen, including those of the program at Purdue for four years, confirm this statement. When a reader is absorbing facts and ideas at top speed, his concentration is heightened and his susceptibility to distraction

is decreased; when a reader plods along, his mind gets ahead of his eyes and he is an easy victim to all interruptions, especially to mind-wandering. The concentration attendant upon rapid reading is probably the reason for the superiority in comprehension tests of the fast reader to the slow reader. The idea that one reads slowly "to get more out of the reading" is demonstrably a myth. And since one of the purposes of libraries is to encourage more and better reading, they have a responsibility to utilize whatever proved methods are available.

When the library staff no longer needs the pacer and book of instructions, the reading room could be equipped with comfortable chairs and continued, according to the plan Mr. Muller has designed, as a room for staff reading. The pacer and instructions, meanwhile, need not go unused. They could profitably be placed in the main reading room for use by interested patrons of the library who are unable to secure class instruction in reading techniques. The device itself will attract attention and a poster nearby could explain the advantages of a few hours a week spent in the development of reading skills. A staff member could introduce the patron to the mechanics of the program and, incidentally, give a first-hand account of the effectiveness of the training. If the program proves popular, as it is likely to do, other facilities for training better readers may be added.

I believe that as the advantages of instruction and practice in efficient reading become better known, and as there are more graduates of developmental reading programs, more libraries will consider the facilities for improving reading abilities an indispensable part of their program to encourage more reading—and better reading.

By C. DONALD COOK

The Farmington Plan and the Select List of Unlocated Research Books

Mr. Cook is associate in library service, School of Library Service, Columbia University.

THE FARMINGTON PLAN, its general purposes and operation, and its major advantages and disadvantages all seem sufficiently well known to permit omission of any general discussion as an introduction to this paper. The recent publication of Edwin E. Williams' excellent *Farmington Plan Handbook*¹ puts a complete and authoritative body of information at the disposal of the reader interested in investigating the details of the Plan.

However, there is at present only a small amount of material which attempts to evaluate objectively the degree of success with which the Plan is operating. David and Hirsch² offered the first study, using Swiss publications in their investigation. Peiss undertook a more thorough study of the same area, and the Farmington Plan Office largely completed this work upon his death.³

It seems desirable to continue such studies of the success of the Farmington Plan acquisitions, and at first it was felt there might be merit in repeating, for a later period, the David and Hirsch study, in an

attempt to determine what, if any, changes had occurred. After careful consideration, and particularly in view of the Peiss study, this project was abandoned as of relatively little significance, since it was probable that the results would evaluate, not the success of the Farmington Plan itself, but the competency of the Swiss dealer selected as agent for the Plan. Consequently, a new approach was sought.

The *Select List of Unlocated Research Books* is a publication of the Union Catalog Division of the Library of Congress representing "a selection of the books needed by research workers in the United States . . . but which were not found in the National Union Catalog nor located in the 64 leading reference libraries that check the Union Catalog Division's *Weekly List of Unlocated Research Books*."⁴ Since the *Select List* purports to contain books "needed by research workers in the United States," and the Farmington Plan attempts to secure material which "might reasonably be expected to interest a research worker in the United States,"⁵ it seemed reasonable to check one against the other as a measure of relative success. In short, if certain titles actually are desired and requested, are the carefully calculated "guesses" of the Farmington Plan meeting these desires and requests?

This general question has its corollaries.

¹ Williams, Edwin E. *Farmington Plan Handbook*. Bloomington, Ind., Association of Research Libraries, 1955. (Includes full bibliography of writings on the Plan.)

² David, Charles W. and Rudolf Hirsch, "Importations of Foreign Monographs Under the Early Influence of the Farmington Plan," *COLLEGE AND RESEARCH LIBRARIES*, 9:101-05, April 1950.

³ *Farmington Plan Letter*, no. 6, November 18, 1952, pp. 4-5.

⁴ United States. Library of Congress. Union Catalog Division. *Select List of Unlocated Research Books*. No. 17, 1953, p. iii.

⁵ Williams, *op. cit.*, p. 3.

What books are sought which have been published since the beginning of the Farmington Plan? Which of these titles were not located in the United States? Should the Farmington Plan have supplied these books, and if not, why? Is there any area, in country, subject or form, which the Farmington Plan is not covering? If omissions are found, are these intentional? Is the omission a serious one? What may be needed to remedy any defect found?

Certain limitations exist in testing the Farmington Plan by means of the *Select List*. There is no possible way to determine the number or kind of books which have been sought by some research worker, and which have been supplied by his own or another library because the Farmington Plan exists, and which otherwise might not have been available. As currency and commercial regulations have eased gradually since the Plan began, libraries have found it easier to obtain materials abroad, and so whether or not they are participants, they are less dependent on the Plan for securing needed titles. The bibliographical accuracy of the entries in the *Select List* is open to some question, and this restricts its value as a testing device for the purposes of this inquiry. The kind of material actually sought is occasionally of dubious importance. However, since the Farmington Plan includes marginal material, this has not been considered a serious drawback to using the *Select List*, although in some cases it would not be surprising to find that a Farmington agent had not even considered including some material which has been sought.

Use of the *Select List* might lead to an assumption that it indicates accurately what is needed by research workers. Unfortunately, this is not wholly true. It is, first, only a selection of what has been sought; and, second, it is obvious that a library does

not request for its clientele all desired material which it does not possess. A research worker may find a publication useful if it is at a certain place at a given time; if not, no further search for it may be made. A library lacking and needing a certain book may place its own order for it, without attempting to secure it from another library. Subsequently, the book would be available, whether or not the Farmington Plan were to obtain it.

Eighty-seven libraries were considered in the inquiry, together with three regional centers which by their nature are not members of the Farmington Plan, but which check the *Weekly List* from which the *Select List* is compiled. Of the libraries which participate in the Farmington Plan and the search for research titles, less than half (37 or 42.5%) are included in both. This group forms a kind of core, in which it will be assumed that checking and Farmington Plan receipts can be compared accurately. An additional 25 libraries (28.7%) are members of the Plan, but do not check the *Weekly List*. Since participants in the Plan are under an obligation to report Farmington receipts to the Union Catalog within one month of their arrival, it might be assumed that this group could be added to the original "core." It is doubtful that this is true, for if the experience in one library is typical, a delay of from six to eighteen months may occur before the title is reported to Washington. An identical 28.7% constitutes the final group, which checks the *Weekly List* but which does not belong to the Plan. This means that resources over and above those of the Plan have been drawn upon in the search for titles; certain non-members may be supplying wanted materials which may not have been obtained through the cooperative project.

The contents of the four issues of the

TABLE I
Analysis of Content of Four Issues of
the *Select List*

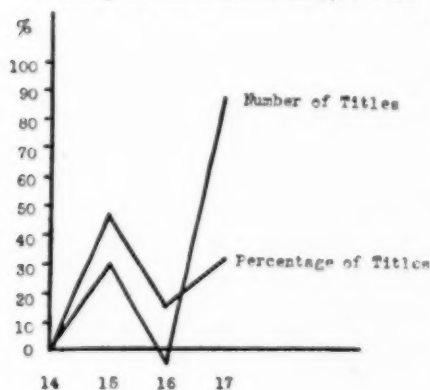
Select List Number	14	15	16	17
Books Sought In	1949	1950	1951	1952
Total Number of Titles	1641	1437	1208	1697
Number of 1948-51 Titles	43	56	53	100
Percentage of 1948-51 Titles	2.6	3.8	4.4	5.8

Select List which were examined are analyzed briefly in Table I. The gradually increasing percentage of titles published since 1948 is normal, and probably this will not decline for some time.

The percentages of annual increase in the number and percentage of 1948-51 titles in the *Select Lists* examined are shown in Table II. Without a Farmington Plan, the two would be expected to rise or fall at roughly the same rates. With the Plan, it is to be hoped that the annual increase in the percentage of titles published since 1948 will be slower than the increase in their actual number. This has occurred in the issue of the *Select List* covering material sought in 1952. If this continues, it would seem to be a rough indication that the Plan is succeeding.

In Table III, *Select List* no. 17, covering

TABLE II
Percentage of Annual Increase in 1948+ Titles



JULY, 1954

TABLE III
Materials Excluded from the Farmington Plan
—From *Select List* No. 17—
(Adapted from Williams, *op. cit.*, p. 68)

	1	2	3*
Almanacs			
Annals			
Bibles			
Books costing more than \$25			
Books of interest chiefly for format or typography			
Calendars			
Dissertations and theses for academic degrees	2	4	6
Official government and United Nations publications	1		1
Extracts, reprints, separates or "offprints" from books or periodicals		2	2
Juvenile literature			
Maps (i.e. sheet maps)			
Medicine			
Music scores (i.e. sheet music)			
Newspapers			
Periodicals			
Series: (a) if numbered and issued by societies or by academic institutions; (b) if numbered, that began before the Plan was extended to the country of their publication	3		3
Textbooks of lower than college level	1	4	5
Theology			
Translations from a modern language	1	1	2
Country not included	61		61
Incorrect imprint date (i.e. not actually 1948-51)	2	1	3
Insufficient information			17
TOTAL	71	12	100

* 1: Established.
2: Probable.
3: Total.

material sought in 1952, has been partially analyzed. An even 100 titles were found which had been published in 1948 or later and which had not been located in the United States. These have been checked in reasonable detail in bibliographies in an effort to determine whether or not they should have been obtained through the Farmington Plan. With the information thus obtained, the titles have been classified according to the categories of materials intentionally excluded from the Plan, with three additional categories to provide for

the remainder. For 71 books, it was possible to establish the fact of intentional exclusion. For 12 more, probable reasons for exclusion were found, leaving only 17 titles which insufficient information made it impossible to classify. Some titles could be excluded for more than one reason, but since exclusion of the country of publication was a factor in each instance, this has been the reason indicated in the table.

Exclusion of the country of origin at the time of publication accounted for the failure to obtain 61 titles. These countries are given in Table IV. 57.3% of the titles come from countries which subsequently were included in the Farmington Plan, and of the remaining titles, only three came from countries which might reasonably be included in the future: the Argentine Republic, Trieste, and Uruguay. The United States itself is an automatic exclusion; and after study, it has been decided by the members of the Plan not to include Great

Britain. Poland and the Soviet Union are excluded automatically until such time as it may be possible to resume normal book trade with these countries. Goa may be considered a "freak" for it is highly unlikely that this country would appear on other lists, and it is also unlikely that it would be important to include it in Farmington countries.

No category other than country of publication accounted for a sufficient number of unobtained titles to warrant serious concern.

However, 17 titles remain as possible Farmington Plan omissions. Three may be removed as titles which an agent might be expected to ignore (a guide to a small church, a catalog of an exhibition of minor sculpture, and a single volume of a continuation). Of these 14 titles, it seems not unreasonable to assume that with further information, part would be shown to be intentional Farmington exclusions.

Let us say that 10 titles remain as unexplained Farmington Plan omissions. If this is read as 10% of the research material which cannot be found in the United States in a given year, the figure, while not frightening, probably would give rise to some concerned study. If, however, the figure is read as only 10 titles not located, and which should have been here, then the number is ridiculously small. When the actual titles are examined, it is difficult to imagine that their unavailability could cause more than a slight inconvenience to a particular research worker—an annoyance which can by no stretch of the imagination be translated into a problem of sufficient size to demand much further attention from librarians. From the limitations of the *Select List* which have been mentioned, it is apparent that neither of these answers is a wholly accurate one, but it would seem

(Continued on page 312)

TABLE IV
Origin of Publications Excluded Because
of Country of Publication

Country	Number of Titles
A. Countries Subsequently Included	35
Algeria	1
Austria	2
Belgium	1
Burma	1
Egypt	1
Germany	11
Greece	3
India	4
Israel	1
Italy	4
Netherlands	1
Spain	5
B. Countries Not Yet Included	26
Argentine Republic	1
Goa	2
Great Britain	8
Poland	2
Trieste	1
U.S.S.R.	8
United States	3
Uruguay	1

By JOSEPHINE A. WEDEMEYER

Student Attitudes Toward Library Methods Courses in a University

Miss Wedemeyer is instructor, University of Maryland Library.

RECENTLY, because of adverse criticism on the part of students in the campus newspaper, it became desirable to examine our library methods courses. Although some "gripping" is normal among students, the situation had progressed beyond the healthy stage. Facts were needed in order to provide appropriate remedies.

The Courses. The library methods courses are designed to acquaint the students with the facilities of the university library, and to teach them the use of common research materials and reference books. The courses, Library Science 1 and 2, are given during two consecutive semesters. The classes meet for one hour per week, and yield one semester hour of credit for each semester's work. The courses are required in most curricula in the College of Arts and Sciences. The textbooks used at the time this study was made were Zaidee Brown's *Library Key*¹ and the Enoch Pratt Free Library's *Reference Books*.² According to university records, the courses have been offered since the fall of 1919.³

The Study. A questionnaire was used because the students' written opinions were wanted. Eight questions covered the following points: class status, major and minor fields, value of the courses in university

work, importance of each subject covered, time spent in preparation of assignments, and duplication of work in library and other courses. The study included only the opinions of students enrolled in the course. The bases for the questions were the four most common complaints made by the students. These complaints were: (1) the material presented does not warrant the length of time usually required for completing assignments outside of class (2) the material presented is to a large extent already known (3) the material is duplicated in other classes (4) there is no use for the material.

The questionnaire was given to 237 students in May, 1952. The students were enrolled in Library Science 2 at the time. Signatures were not requested.

SUMMARY OF THE STUDY

Answers to Question 4, concerned with the importance to the students of the subjects taught, were the most revealing as to student attitudes. This question is summarized in some detail; a brief statement only is made regarding the other questions.

Questions 1, 2, 3. The answers to Question 1, which dealt with class status, revealed that the classes were composed of 85.4% freshman and sophomore students, 14.6% junior and senior students. The responses to Question 2 showed that Social Studies⁴ was either the major or minor

¹ Brown, Zaidee, *The Library Key*. 7th ed. New York, Wilson, 1949.

² Enoch Pratt Free Library. *Reference Books*. 2d ed. Compiled by Mary N. Barton. Baltimore, 1951.

³ Maryland State College. *Catalog 1919-1920*, p. 177.

⁴ In this study social studies include sociology, politics and government, history, economics and geography.

TABLE I
Ranking of Subjects Taught by Frequency of Answer

Most Important		Least Important	
Subject	Frequency	Subject	Frequency
Card Catalog	201	Parts of the Book	123
Periodical Indexes	196	Government Documents	95
Reference Books in Special Fields	179	Construction of a Bibliography	88
Tour of the Library	155	Dictionaries	86
General Encyclopedias	131	General Encyclopedias	68
Indexes to Collections	128	Classification of Books	64
Classification of Books	126	Indexes to Collections	60
Yearbooks	125	Yearbooks	58
Construction of a Bibliography	121	Tour of the Library	39
Dictionaries	94	Reference Books in Special Fields	31
Government Documents	69	Card Catalog	21
Parts of the Book	55	Periodical Indexes	18
Totals	1580		751

field of the largest number of students. According to the students, the courses in which library methods proved most valuable were English first and Social Studies a "poor" second. Subjects for which the courses were said to be least valuable were sciences and languages.

Implications of these findings included: (1) determining what freshman and sophomore students are required to know about the library; (2) learning how best to meet the needs of junior and senior students; (3) knowing what provisions have to be made for graduate students; (4) finding out how to meet the problems of students majoring in the social sciences. Since the study was made, more individual assignments have apparently helped the junior and senior students in their work. Gaps in the collections are being filled, with Winchell's listings in Social Sciences used as a guide.⁵ Selections are made with consultation of the Sociology and other departments of the university.⁶

Question 4. This question was stated as follows:

⁵ Winchell, Constance. *Guide to Reference Books*. 7th ed. Chicago, ALA, 1951. pp. 148-215.

⁶ It should be mentioned that many departments including Sociology were consulted in the fall of 1951 and asked for suggestions as to materials for presentation to the classes.

The subjects usually presented in Library Science 2 are listed below. In the appropriate columns to the right of the list check the items you feel are most important (in the sense of practical application) to your needs, those which you feel are least important, and those for which you have no reaction.

The students were further instructed to "Give an example, or make a statement to support your check marks."

Results and Conclusions. Table I is a summary of the students' checking. From the results of this table, the general conclusion can be drawn that a majority of the students (55.6%) considered the subject matter of the course "most important" as compared to the students who considered it "least important" (26.4%) or indicated apathy toward the subjects (18%).⁷ However, over one fourth of the opinions indicated that some of the subject matter was of least importance. It was necessary to discover why these opinions existed. There was also concern for the apathy, even though it represented but 18%.

The ranking of the subjects under "most important" follows the anticipated pattern, with the possible exceptions of "Tour of

⁷ This percentage includes groups "No Reaction" and "Not Checked." These groups are not shown on Table I.

Library" and "Yearbooks." It might have been expected that the "Tour" would be rated lower and "Yearbooks" higher. The ranking in "Least Important" indicates an almost perfect negative correlation with the ranking in "Most Important." Generally, subjects ranking high in the "Most Important" category were low in "No Reaction" or "Not Checked."

One may conclude that the first six items in the "Most Important" category in Table I meet with student approval as now presented. The last six need special study. The rankings in other categories in general substantiate this conclusion.

Reasons for Response. The statements made to support the check marks for each category were grouped into positive and negative statements. Statements were considered "positive" that indicated a gain in learning; "negative," those that indicated there was no gain. Statements were omitted in some instances. The statements indicating a gain in learning included such items as the following: learn the subject itself, knowledge is of general and/or specific application to university work, the knowledge saves time, the material is interesting and is new. The "negative" group included the opposites of these items, and also the observations that the subject was already known, and that instruction was too detailed.

A summary of the number and kinds of response is given in Table II.

The results indicate that less than one

TABLE II
Distribution of Positive, Negative and No
Statement Reactions To Support Evaluation

Statement	Frequency	Percentage
Positive	1304	45.8
Negative	839	29.5
No Statement	701	24.7
Totals	2844	100.0

half show a gain in learning. One might have assumed that the number of "Positive" and the number of "Most Important" tabulations in Table I would agree. Since this was not the case, it might be inferred that there are reasons other than the subject matter itself that led to the discrepancy. An implication is that something was wrong with the teaching method. There are other factors involved, but teaching is an immediate concern.

A comparison of the positive and negative answers reveals that many more students consider the material useful in general and specific application to university needs than consider it not useful; more students indicate that the material is already known than state it is new; interest has a low rating in both the positive and negative answers; duplication was mentioned in the negative responses.

The fact that the students were able to specify the usefulness of the material implied the need for the course. The negative aspects should be overcome. The problem of repetition of work learned elsewhere could be eliminated to a large extent through a screening test. Students who passed the test may be excused from the course. (Experience at Maryland in giving pre-tests at the beginning of the semester in Library Science I revealed that students answer correctly only about one third of the questions asked.) The aspect of duplication can also be overcome with careful planning among divisions of the university. The less tangible problem of interest brings us back again to a consideration of teaching method.

It should be kept in mind that the purpose of the course is to teach students to use the library, and not to train professional librarians. Knowledge of students as human beings is essential in this approach.

Books," staff meetings, observations of other teachers on the campus (with their permission, of course) consultation with members of the staff of the College of Education should help with the problem. Above all, close observation of the student at work in the library gives first hand information as to type of information he needs and his problems in locating the material. All of the instructors with one exception are assigned to desk duty.

Some of the specific measures taken to make the material more meaningful to the students, while not world shattering, have helped. An unused upper floor of a temporary building is available for supervised student use of materials discussed in class. This supervised use of the indexes, year-books and other materials has allowed us to do away with the out-of-class assigned work.

Because of mechanical problems, motion pictures or slides could not be used. Cards have been used successfully in teaching the card catalog. One card was cut into pieces, showing author, imprint, etc. These parts were displayed on a flock board piece by piece and the use and meaning of each explained. The other card was left intact so that the "whole" might be seen readily. This examination of parts was also found helpful in "translating" the items on a catalog card into acceptable bibliographical form.

For items rated consistently low by the students, various approaches have been devised. In the case of government documents, popular magazines have been helpful. A case in point is the article which appeared entitled "Uncle Sam Has the An-

swers,"⁸ in the Safeway Store magazine. Parts of the book, also of low rating, have been presented in conjunction with other assignments.

The answers to Question 4 suggest that "detail" and "time spent" in presenting material are important, positive aspects of the student's learning process. The *raison d'être* of obviously useful materials, for example, government documents and year-books, has not always been made clear to the students. Items rated low by the students require careful consideration.

Questions 5 and 6. These questions were designed to measure the intensity of the rating in Question 4.

Question 7. This question concerned the time spent in preparation for library science assignments. The results indicated that too much time was spent in comparison with time spent on other subjects. As a consequence, the assigned work was cut down, much was completed in the supervised periods mentioned above.

Question 8. This question regarded duplication of work presented in the library courses and in other courses. The students were asked to indicate which presentation was "better" or "worse" and to give reasons. Various duplications were listed; the subject receiving the largest number was bibliography with 184. The library science presentation received 113 "better" answers. The reasons given substantiate answers in Question 4, namely, more detailed instruction and more time spent on the subject. The students also mentioned the mimeographed form used in the library courses as helpful. The "worse" answers mentioned confusion on the part of the students because of the different forms used on the campus. (Two meetings were held with a member of the English Department staff.

⁸ Books that have proved helpful are: Cole, Luella. *The Background for College Training*. New York, Farrar & Rinehart [c1940]. U.S. President's Commission on Higher Education. *Higher Education for American Democracy, a Report*. Washington, U.S. Government Printing Office, 1947. Wilson, Louis, Lowell, Mildred Hawksworth, and Reed, Sarah Rebecca. *The Library in College Instruction; a Syllabus on the Improvement of College Instruction through Library*

Use. New York, Wilson, 1931.

⁹ Lewis, Rose G., in *Family Circle Magazine*, March, 1953, pp. 133-134.

A bibliographic form acceptable to both departments was worked out.) This problem of duplication needs further study.

CONCLUSION

One overall benefit from the study was the revelation of tangible evidence of the strength and weakness of our efforts to teach the students something about the use of library resources. More specifically, we learned that some of our preconceived concepts concerning the student attitudes were wrong, some were right. Conclusions concerning the four items mentioned earlier are as follows:

1. Too much time spent on assigned work seemed to be proven correct, and we have tried to rectify this situation by shorter and more practical assignments.
2. The fact that the material is to a large extent already known was mentioned by a comparatively few students. The problem warrants further study. A "screening" test may be indicated.
3. That there is duplication of work in Library Science courses and other courses has been proven true. To eliminate all duplication of work in courses offered in a large university is perhaps impossible. Duplication in the broad sense of "overlearning" is not necessarily detrimental to the best interests of the students. As one English instructor put it, "The more times the students are told about the dictionary the better!" However, in the specific instance of bibliography and the dictionary it is possible for the library to arrange with the English Department a program that will reduce duplication of subject matter.
4. That there is little use for the material seems to have been proven false. The students indicated that the material was useful.

Beyond these four points, the fact that there might be something wrong with the presentation of the material was brought out in the answers to Question 4. The

need for clearer presentation to the students of the purpose of each subject taught should eliminate some of the confusion evident in answers to Question 4.

The director of libraries has appointed a committee composed of four instructors in library science to make an intensive study of the library's instructional program. This committee is at work on five major points: (1) the provision for instruction for upper-class and graduate students; (2) the expansion of the program to include students not now included. Requests for special lectures on library procedure by the Colleges of Education, Home Economics and Agriculture make it clear that instruction is needed in these colleges. At the present time only students in the College of Arts and Sciences are required to take the courses. The committee is attempting to determine what changes must be made in the courses in order to satisfy the needs of the student body as a whole; (3) The reduction in duplication of effort by the English Department and the library especially in the fields of bibliography and dictionary study; (4) Provision for more extensive use of visual aids; (5) A study of the students' problems of adjustment.

A set of slides showing how periodical information may be obtained from the University of Maryland library has been made. Two of the students in the library science courses and a photographer from the College of Home Economics assisted in making the slides. Preliminary consultations with the English Department have been held. Much needs to be done. This study has given us a point of reference from which to plan for better library instruction for the students. We shall continue to make every effort to understand as thoroughly as possible all aspects of the problem that confronts us so that we may be able to work out a satisfactory solution.

By CHARLES W. DAVID

On the Survey of a Research Library by Scholars

Dr. David is director of libraries, University of Pennsylvania.

A *Faculty Survey of the University of Pennsylvania Libraries*, made for the Bibliographical Planning Committee of Philadelphia and published by the University of Pennsylvania Press in 1940, has long been hopelessly out of print. While we have recently thought of attempting a new edition of the volume in order to bring it up to date and reveal the progress that has been made since the survey was first issued, the writer has recently learned with some surprise that the volume was so well regarded outside the Philadelphia circle that a brief report on the method by which it was produced might be desirable.

The lamentable fact is that most of the raw material on which the volume is based has not been preserved. Any very full exposition of the methodology, therefore, is not to be thought of, but it has been possible to piece together the following brief account.

The Bibliographical Planning Committee of Philadelphia grew out of the effort to bring about a greater degree of integration and cooperation among more than 150 libraries through the compilation of the Union Library Catalogue of the Philadelphia Metropolitan Area. It was supported by a grant from the Carnegie Corporation of New York, which was administered by the University of Pennsylvania. The Committee was engaged in the compilation of a very summary classified tabular *Guide to Re-*

search Materials in Libraries of the Philadelphia Area, and it felt the need for a much more detailed analysis than existed of the holdings of the larger libraries such as those of the University of Pennsylvania, the College of Physicians, the Academy of Natural Sciences, and the Franklin Institute. It therefore attempted to stimulate some of these libraries to undertake self-surveys of their own collections. The University of Pennsylvania which was strongly represented on the Committee and cooperating whole-heartedly in its work, promptly responded to the appeal.

In September 1939 Dr. George W. McClelland, the Provost of the University, wrote to all department heads asking them for the names of the members of their departments who had most to do with library materials and presumably the best knowledge of collections. When this information had been secured, it was planned to draw up a complete list of the fields to be covered by the survey,¹ and of the persons designated to carry out the evaluation. Dr. Albert C. Baugh, Professor of English and Chairman of the Faculty Library Committee, was appointed to direct the survey. Meanwhile, Dr. Conyers Read, Professor of English History, and a very active and interested member of the Bibliographical Planning Committee, as its Chairman, undertook to prepare as a kind of pilot project, or model, a survey of our library holdings in English history, the

¹ For the classification see the *Survey* as finally published, pp. IX-X.

subject of his particular competence. This he had finished within a month in a document of some eight pages which the Bibliographical Planning Committee then had mimeographed in fifty copies for distribution to faculty members who were to be charged with making the remainder of the survey.

Some ten days later Dr. Baugh held a conference of thirty-five members of the faculty to set the plan in motion. These were all persons very familiar with the library who had agreed to evaluate the books in their particular fields. Copies of Dr. Read's pilot survey were placed in their hands, and in the discussion which followed much attention was given to establishing a common understanding as to what was to be expected. Dr. Baugh announced that he expected to have all reports in his hands, ready for editing, within ten days or two weeks.

Exactly three weeks later Dr. Baugh was able to present to the Bibliographical Planning Committee the first draft of a completed survey, which was enthusiastically described in the minutes of the meeting as "an exceptionally fine job, done in an amazingly short time—almost unique in library literature." The secret of its success had evidently been the provision of adequate and competent secretarial help and the co-operative willingness of a group of scholarly experts who were very familiar with their segments of the library collections, to take the necessary time away from their other duties to complete their assignments promptly.

Three members of the Bibliographical Planning Committee were assigned to read the manuscript critically and note inconsistencies and important lacunae. Thereafter there is abundant evidence of the work of the staff of the Bibliographical Planning Committee in reference verification,

minor editorial revisions and corrections, and the ironing out of inconsistencies which were required in order to prepare the manuscript for publication. Dr. Baugh asked for a little more time for some revisions and for the inclusion of sections on the business and law libraries and on certain special collections which had so far been left out of consideration.²

Two weeks later Dr. Baugh reported that the preparation of the additional material was well under way, and Mr. C. Seymour Thompson, the university librarian, had undertaken to contribute a section on the bibliographies and other reference tools in the main or general library. A period of one additional month was then allowed for the completion of all additional material by the contributors, and arrangements were made for the writing of the preface and the introduction by Dr. Read and Dr. Baugh. The staff of the Bibliographical Planning Committee undertook to prepare the index—one which, it must be acknowledged, has not proved wholly adequate.

By January 23, 1940, only two and one-half weeks beyond the deadline, the completed manuscript of the *Survey* was in the office of the Bibliographical Planning Committee and was in actual use in the study of the research resources of the Philadelphia area. Meanwhile plans had been made for its printing by offset lithography and for its distribution through the University of Pennsylvania Press. By the middle of April the volume had appeared. The total production cost of its 202 pages in paper covers, in 500 copies (there were actually two printings) was \$800.

Apart from the speed and economy with which the volume was produced, the follow-

(Continued on page 308)

² By the time the finished manuscript was ready for printing the number of contributors had grown to eighty-two.

By CONSTANCE M. WINCHELL

Selected Reference Books of 1953-1954

Miss Winchell is reference librarian, Columbia University.

INTRODUCTION

LIKE THE PRECEDING ARTICLES in this semi-annual series¹ this survey is based on notes written by members of the Reference Staff of the Columbia University Libraries.² An innovation in this issue is the inclusion of a few titles in the sciences, annotations for which were written by assistants in the Columbia science libraries.³ Notes written by assistants and used unchanged are signed with initials.

As the purpose of the list is to present a selection of recent scholarly and foreign works of interest to reference workers in university libraries, it does not pretend to be either well-balanced or comprehensive. Code numbers (such as G13 and 1A38) have been used to refer to titles in the *Guide*⁴ and its first *Supplement*.

BIBLIOGRAPHY

Indonesia. Kantor Bibliografi Nasional. *Berita bulanan* . . . Tahun ke 1, no. 1, Djanuari 1953-Bandung, 1953-monthly. Rp.20 per year.

A new national bibliography from Indonesia. It lists new books alphabetically by author, giving full bibliographical information, including a one-word indication of the type of book (e.g. novel, economics, politics, etc.). The issue for Sept./Oct. 1953 includes a list of serials currently appearing,

and another of periodicals, with addresses, of which no current issues were available and for which no further information could be obtained, and which may therefore have ceased publication.

The bibliography is issued by the newly-established Office of National Bibliography under the direction of G. Ockeloen, and includes only Indonesian-language publications. —O.J.

Neuerscheinungen wissenschaftlicher Literatur aus den Ländern der Volksdemokratie: Albanien, Bulgarien, Polen, Rumänien, Tschechoslowakische Republik, Ungarn und der Volksrepublik China. Berlin, Zentralstelle für wissenschaftliche Literatur, 1951-Oct. 1951, v. 1, no. 1, semimonthly. DM12 per year.

V. 1 covers October 1951-December 1952. The entries, numbered continuously throughout the year, cover literature in the social sciences, sciences and technology and give author's name, title, place of publication, publisher, date, pages, price and language of original. Titles are transliterated from Cyrillic characters where necessary and a German translation of the title is always included. Some of the entries have annotations in German. Three supplementary lists covering (1) Czech, (2) Polish and (3) Albanian, Bulgarian, Chinese, Roumanian and Hungarian periodical literature are issued irregularly. To date there are no indexes.

ENCYCLOPEDIAS

Lexikon der Frau. Zürich, Encyclopos Verlag, 1953- v. 1, A-H. il. 135 Sw. fr.

An encyclopedia covering many fields, with emphasis on the interests and point of view of the woman. Particularly important are the numerous bio-bibliographical sketches of famous women of all times and nationalities. Articles vary in length, but information ap-

¹ COLLEGE AND RESEARCH LIBRARIES, January and July issues starting January 1952.

² Mary Cunningham, Florence Gitelson, Olive Johnson, Kenneth Lohf, Eugene Shreeley.

³ Harold Bloomquist, James Dance, Francis O'Leary.

⁴ Winchell, Constance M. *Guide to Reference Books*, 2nd ed. Chicago, A.L.A., 1951; *Supplement*, Chicago, A.L.A., 1954.

pears to be uniformly up to date and is generally well documented; bibliographical notes are almost always included. The accompanying plates are excellent, and consist of a reproduction of a work of art on one side and nine small portraits on the other.—O.J.

DISSERTATIONS

Alker, Lisl. *Verzeichnis der an der Universität Wien approbierten Dissertationen 1937-1944*. Wien, Kerry, 1954. 206p. 148 Sch.; \$6.75.

Together with the list for 1945-1949 (see *Guide Suppl.* 1G4), this fills the gap between the Vienna University's *Verzeichnis* . . . (*Guide* G13) and the first inclusion of doctoral dissertations in the *Oesterreichische Bibliographie* (*Guide Suppl.* 1A38) in 1950.—O.J.

Index to Theses Accepted for Higher Degrees in the Universities of Great Britain and Ireland. v. 1, 1950/51—ed. by P. D. Record. Lond., Aslib, 1953—annual, 25s.

The first record of its kind, this is a union list of the theses for both masters' and doctors' degrees accepted by universities in England, Wales, Scotland, Northern Ireland and the Republic of Ireland. Titles are listed under general class with indexes by author and subject.

PHILOSOPHY

Istituto di studi filosofici. *Bibliografia filosofica dal 1900 al 1950*. Roma, Edizioni Delfino, 1950-1953. v. 1-3, A-T (In progress)

A joint project of the Istituto di Studi Filosofici and the Centro Nazionali di Informazioni Bibliografiche in collaboration with the Centro di Studi Filosofici Cristiani di Gallarate. Presumably to be complete in four volumes, it is limited to works published or reprinted from 1900 through 1949 and includes writings of Italian authors (including articles in periodicals and publications of academies and congresses), and works of classical, medieval and foreign authors published in or translated into Italian during the

period. Arrangement is alphabetical by author, with "works about" following "works by." Also lists works of philosophical interest in psychology, education, social science, law and theology.—E.S.

PSYCHOLOGY

Daniel, Robert S. and Louttit, C. M. *Professional Problems in Psychology*. N.Y., Prentice Hall, 1953. 416p. \$5.50.

Primarily a guide to the literature of psychology, this is in part a revision and expansion of Louttit's *Handbook of psychological literature* (1932) (*Guide* J1). Also covers library research, manuscript preparation, all forms of written and oral scientific reporting, and outlets for publication; sections on "professionalization" trace the growth of psychology as a profession, fields of training, job opportunities, professional organizations, etc. references at chapter ends; appendices give bibliographies of 306 reference books (annotated) and 331 journals, sources of books and supplies, and a glossary of abbreviations.—J.D.

RELIGION

Knowles, David and Hadcock, R. Neville. *Medieval Religious Houses*. Lond. Longmans, Green [1953]. 387p. maps, 42s.

This list of religious houses in medieval England and Wales is based on Knowles' *Religious Houses of Medieval England* (London, 1940), the material of the earlier work being "redistributed and very considerably augmented." Houses are grouped according to religious order, with information as to dates of origin and final disappearance, rank, wealth and numerical strength, as well as indication of architectural remains. Documented notes on the information given make up a large part of the volume. An index, maps, and tables showing increase and decrease in the various religious orders, add to the value of the work.—E.S.

Osterloh, Edo and Engelland, Hans. *Bibisch-theologisches Handwörterbuch zur Lutherbibel und neueren Übersetzungen*. Göttingen, Vandenhoeck and

Ruprecht [1950-52]? Lfg. 1-6/7. (In progress)

More than thirty persons from all branches of the evangelical church in Germany have collaborated in the compilation of this new dictionary based on the terminology used in the Luther Bible. Many cross-references are given from terms used in other German Bibles and there is also in the second part a cross-index of words from *Das Neue Testament Deutsch*, the *Menge-Bibel* and the *Zürcher-Bibel*. Articles vary in length from a few lines to several pages. Exact references are given for Biblical citations but there is little bibliography.

Shorter Encyclopaedia of Islam, edited on behalf of the Royal Netherlands Academy by H. A. R. Gibb and J. H. Kramers. Leiden, E. J. Brill; Lond., Luzac, 1953. 671pp. plates. 84s.

Limited to articles relating particularly to the religion and law of Islam, this volume brings together all such articles from the first edition of the *Encyclopaedia of Islam* (4v. and suppl., 1911-1938) (*Guide* K255), with the addition of a few new entries. Much of the material has been taken over directly from the earlier work, though a number of articles have been shortened or revised. A table of "Origin of the Articles" indicates the authors of the articles as they appeared in the longer work. An effort has been made to bring the bibliographies up to date through the addition of new titles. A useful feature is the "Register of Subjects" which provides an index to the entries through English-language subject headings.—E.S.

SOCIAL SCIENCES

Schleiffer, Hedwig and Crandall, Ruth. *Index to Economic History Essays in Festschriften, 1900-1950*. Cambridge, Mass., pub. by Arthur H. Cole and distributed by Harvard Univ. Pr., 1953. 68p. \$2.50.

Indexes the articles on economic history in more than 500 *Festschriften*. The arrangement is by period—ancient, medieval and modern—and under the modern period by geographical division subdivided by subject.

These groupings are followed by sections on the history of economic thought and business economics, and economic historiography and methodology. There is an index by authors and one by proper names appearing in the titles.

U.S. Library of Congress. Census Library Project. *Statistical Yearbook; an Annotated Bibliography of the General Statistical Yearbooks of Major Political Subdivisions of the World*. Prepared by Phyllis G. Carter. . . . Wash., Lib. of Cong., 1953. 123p. \$90.

At head of title: U.S. Library of Congress. Reference Department; U.S. Dept. of Commerce. Bureau of the Census.

Arranged by continents and then alphabetically by country. For each entry, gives publishing body, title, dates of first and most recent issues, or in cases of irregular publication, of all issues. The annotations give brief histories of the publications, frequency, types of statistics covered, LC call no., etc.

SCIENCE

Hawkins, Reginald Robert. *Scientific, Medical, and Technical Books Published in the United States of America; a Selected List of Titles in Print with Annotations*. Second supplement, books published 1949-1952. Prepared under the direction of the National Research Council's Committee on Bibliography of American Scientific and Technical Books. Wash., 1953. 579p. \$10. (Distributed by Bowker)

For main work, first Supplement and annotations, see *Guide* N10.

This Supplement lists 2844 items, selected and described in the same manner as in the main work.

GEOLOGY

International Geological Congress, 19th, Alger, 1952. *Liste des Géologues du Monde invités à assister*. . . . Alger, 1952. 475p.

This directory fills the gap left by the cessa-

tion of the *Internationaler Geologen- und Mineralogen-Kalender* in 1937. In the *Liste* of some 25,000 names, the main complete entry is under country and this is followed by an alphabetical name index. Necessitated by the method of compilation which bypassed individuals to deal with national societies, agencies and institutions, the *Liste* is somewhat unbalanced, e.g. the United States occupies 156 pages, France 15 pages and the U.S.S.R. 2 pages. The addresses, mainly institutional, do not show the official connection of the individual and his organization. Nevertheless, it is a useful list.—F.O'L.

ANTHROPOLOGY

Keesing, Felix Maxwell. *Culture Change; an Analysis and Bibliography of Anthropological Sources to 1952*. . . . Stanford, Cal., Stanford Univ. Pr.; Lond., Oxford Univ. Pr., 1953. 242p. (Stanford anthropological series. No. 1). \$4.

The analytical survey (p. 1-94) is divided by broad periods and discusses the trends in research and outstanding publications of each. The bibliography (p. 104-242) is chronological by year from 1865 with a very brief list of selected titles from 1820-1864. Both books and periodical articles are included. Unfortunately there is no index.

Thomas, William L. and Pikelis, Anna. *International Directory of Anthropological Institutions*. N.Y., Wenner-Gren Foundation for Anthropological Research; distributed by the American Anthropological Association, 1953. 468p. \$4.

A handbook on world-wide resources for the anthropologist in the research or academic field. Each section is edited by a specialist in the particular geographic area and has a brief introduction about facilities in the region or country. This is followed by descriptions of the organizations (which are arranged by category—educational, research institutions and museums, professional organizations) giving brief data on personnel, founding date, governing body, organization, principal activities and publications. There is an index of institutions, and an index of cities

and towns. As data on personnel was considered to be of secondary importance there is no name index.—F.G.

BIOLOGY

Hauduroy, Paul [and others]. *Dictionnaire des bactéries pathogènes pour d'homme, les animaux et les plantes*. 2d. ed. Paris, Masson, 1953. 691p. 11,000 fr.

Revised and enlarged over the 1937 edition, Hauduroy has preserved a dictionary arrangement by pathogenic bacterium-name. Entries contain synonyms, morphology, cultures, biochemical properties, biological properties, and reference to the discovery of each organism. Synonyms are included in the main alphabet as cross-references. The symbols "C" and "NC" indicate whether or not the bacterium is preserved in a collection. Appended is an alphabetical list of microscopic organisms preserved in type-culture collections, giving world locations, followed by lists of rickettsiae and viruses. Unfortunately, bacterial classification is far from uniform. The table of A. R. Prévot, a joint author, was used as the authority for this work, with Bergey's *Manual* and Topley and Wilson's *Principles* used as supplements.—H.B.

Murray, Margaret R. and Kopech, Gertrude. *A Bibliography of the Research in Tissue Culture, 1884-1950; an Index to the Literature of the Living Cell Cultivated in vitro*. N.Y., Academic Press, 1953. 2v. \$24.

This 2-volume work attempts a comprehensive listing of references of the research in tissue culture for the indicated years. 15,000 articles from 1035 journals were used to prepare the work, expanded by generous cross-indexing to some 96,000 entries. Complete bibliographic citations are given under all subject entries for an item, abbreviated periodical titles being listed in the first volume with their full titles. Author and subject entries are arranged in one alphabet. If the same article appeared in more than one journal, all journal references are given; when an article has been abstracted, references to the abstracting journals are given.

This bibliography will be the primary source for references on the subject for the 60-odd years covered. An "incomplete and unverified" supplementary author list brings the *Bibliography* up to 1953.—H.B.

HOME ECONOMICS

Lincoln, Waldo. *American Cookery Books, 1742-1860*, rev. and enl. by Eleanor Lowenstein. 2d. ed. Worcester, Mass., Amer. Antiquarian Soc.; N.Y., Corner Book Shop, 1954. 136p. \$8.

First edition, 1929, had title *Bibliography of American cookery books, 1742-1860*, and was reprinted from *American Antiquarian Society, Proceedings*. n.s. v. 39, 1929. p. 85-225.

Lists about 740 titles, 250 of which are new in this edition. Arrangement is chronological, and full bibliographical information is given. Locates copies in 24 libraries. Indexes by author and title.

SPORTS

Henderson, Robert W. *Early American Sport; A Check-list of Books by American and Foreign Authors Published in America Prior to 1860, Including Sporting Songs*. 2d ed. rev. and enl. N.Y., Barnes, 1953. 234p. il. \$10.

The first edition of this work was published in 1937 in a limited edition by the Grolier Club. This second edition lists 1217 editions of 628 titles arranged alphabetically by author (or title, if anonymous) with a subject index. The check-list is based on the collection in the Racquet and Tennis Club of New York City and indication is given by symbol of the location of a title there, or, if not there, in some other American library.

FURNITURE

Heal, Sir Ambrose. *The London Furniture Makers from the Restoration to the Victorian Era, 1660-1840*. . . . Lond., Batsford, 1953. 276p. il. £6.6s; \$25.

Subtitle: A record of 2500 cabinet-makers, upholsterers, carvers and gilders with their addresses and working dates illustrated by 165

reproductions of makers' trade-cards, with a chapter by R. W. Symonds, F. S. A. on the problem of identification of the furniture they produced, illustrated by some hitherto unpublished examples of authenticated pieces.

The entries are arranged alphabetically by name of the furniture maker with designation of speciality, e.g. Cabinet-maker, Upholsterer, etc., address, and dates when he flourished. In some cases annotations give further historical or descriptive information. The black and white plates of unusual and frequently very decorative trade-cards often give other details.

LITERATURE

Cassell's *Encyclopedia of Literature*, ed. by Sigfrid Heinrich Steinberg. Lond., Cassell [1953]; N.Y., Funk and Wagnalls, 1954. 2v. (2086p.) 42s ed.; \$25.

A joint effort of 217 contributors, this comprehensive encyclopedia of world literature is similar in its general intention to Frauwallner (*Guide Suppl.* 1R4).

The articles are arranged in three alphabetical parts: Part I, histories of the literatures of the world and topics of general importance; Part II, biographies of writers who died before 1 August 1914; Part III, biographies of those living at that time or born after it. This partition was made to simplify revision when new editions are being prepared.

In Part I, headings have been selected mainly on linguistic grounds, with others chosen because of regional, political, social or historic bases. Minor or little-known literatures are represented. The general literary articles include treatment of various movements, styles, forms, and genres. Most of the 555 articles in Part I include bibliographies, which, while selective, are standard and retrospective. The bio-bibliographies in Parts II and III are concise and represent only the most pertinent facets of an author's career and work.—K.L.

Drury, Francis Keese Wynkoop. *Drury's Guide to Best Plays*. Wash., The Scarecrow Pr., 1953. 367p. \$6.50.

"Includes more than 1200 plays available in English which have been successful, and which

are of continuing interest to those who present plays, go to plays, and read plays." Major listing, alphabetical by author, gives the play's first date and several later editions and collections in which it appeared, brief annotation, and production data, i.e., number of acts, number and types of sets, performers, and costumes. There are separate title and subject indexes.—K.L.

The Oxford Dictionary of Quotations. 2d ed. Lond., Oxford Univ. Pr., 1953. 1003p. 42s.

Since the 1941 edition (*Guide R69*), some 1300 quotations have been added and about 250 dropped as seeming no longer familiar. Arrangement has been considerably modified, foreign quotations and those formerly found in separate sections (e.g. Holy Bible, Nursery Rhymes) being incorporated in one general alphabetical scheme. Similarly, there is a single general index for all but Greek quotations. The latter are indexed separately. The index has been enlarged, there being more than 100 additional pages of index in the new edition as against some 12 added pages of text. Items are numbered on each page, and index references are to page number: quotation number.—E.S.

BIOGRAPHY

Diccionario biográfico de Venezuela. Editores: Garrido Mezquita y compañía. 1. ed. Madrid, Blass, 1953. 1558p. \$30.

Although ostensibly a biographical dictionary, this work actually includes much additional material—geographical, statistical, social—arranged in a single alphabet. While there are full-page articles on Venezuelans of historical importance, the main interest is on contemporary biography. Photographs accompany many of the entries, and there is an index by profession.

The monographs on the Venezuelan states include maps, charts, and information on the states' population, geography, communications, economics, and culture. Other articles are devoted to associations, ministries, museums, periodicals, universities, etc. The single alphabet of such diverse material may be confusing at first, but the volume does con-

tain much that is both current and heretofore unobtainable. A classed list of business and industrial firms is also included at the end of the volume.—K.L.

Neue deutsche Biographie, hrsg. von der Historischen Kommission bei der Bayerischen Akademie der Wissenschaften. Berlin, Duncker & Humblot, 1953. Bd. 1, Aachen-Behaim. 780p.

Although the first volume of this new German historical biographical dictionary includes many of the same names as appear in the *Allgemeine deutsche Biographie*, it is not intended to supersede the older work. Persons who have died since the publication of the *ADB*, and additional names from earlier periods, are also included here; the closing date for volume 1 was December 31, 1952. Articles are signed, and bibliographies, including materials by and about biographees, are given at the end of each article. References to portraits are also included in many cases. This will be a valuable biographical dictionary when complete.—O.J.

O'Reilly, Patrick. *Calédoniens; répertoire bio-bibliographique de la Nouvelle-Calédonie.* Paris, Musée de l'homme, 1953. 305p. il. (Publications de la Société des Océanistes, no. 3)

This first biographical dictionary of the French colony of New Caledonia includes sketches of persons no longer living, who have contributed to the growth and prosperity of the colony: administrators, scientists, engineers, travellers, doctors, missionaries, colonists, etc., and also the principal Caledonian chiefs. Articles vary in length from a few lines to several columns and give titles of works by authors but not reference to sources. A name index includes names mentioned in the sketches as well as the main listings.

Perleberg, Max. *Who's Who in Modern China (from the beginning of the Chinese Republic to the end of 1953).* . . . Hong Kong, Ye Olde Printerie, 1954. 528p. il. \$9.

Subtitle: Over two thousand detailed biog-

ographies of the most important men who took part in the great struggle for China, including detailed histories of the political parties, government organisations, a glossary of new terms used in contemporary Chinese together with a double index in Chinese and English and two charts.

Entries are of the usual who's who type. Names are given in transliteration and in Chinese characters. The text is in English. The biographical sections include sketches of men and women from both nationalist and communist China and there are additional chapters on the organization and personnel of nationalist and communist China. The indexes cover only the biographical material.

Schweizer biographisches Archiv. Red. Dr.

W. Keller, Zürich, EPI Verl. Internationaler Publikationen, 1951-53. Bd. 1-3. il.

The first three volumes of a six-volume biographical dictionary of living Swiss personalities in all fields. Each volume is arranged alphabetically from A to Z, distribution of biographies among the volumes being arbitrary. Sketches, of the usual who's who type, are in that one of the four national official languages which is used by the biographee, and there are excellent photographs (in a separate section of plates at the end of each volume) to accompany most of the sketches. The index gives page references to both text and illustration. Volumes 1-5 are to be individually indexed, and volume 6 will include a cumulated index to the set.—O.J.

Who's Who in France: Paris. Recueil de notices biographiques par Jacques Lafitte et Stephen Taylor, 1953-1954. Paris, Editions Jacques Lafitte, 1953. 999p. \$20.

This first issue of a new French who's who is restricted to persons living in Paris, but according to announcements in the volume the second edition, to be published in 1955, will cover the whole of France, including Paris, with about 8,000 notices. This volume is in two parts, the first includes some 5,000 biographical sketches of the usual who's who type, the second gives information about 74 large business firms.

This is one of a series of European who's whos which is being published by the Central European Times Publishing Company, including *Who's Who in Central and East Europe* and *Who's Who in Switzerland*. *Who's Who in Germany* and *Who's Who in Austria* are announced and others are to follow.

Wie is dat in Vlaanderen? Biografisch lexicon van bekende tijdgenoten in Vlaams-België op politiek, administratief, rechtskundig, godsdienstig, sociaal, militair, sportief, economisch, wetenschappelijk en artistiek gebied. Brussels, Elsevier [c1953] 284p. \$5.20.

Including biographees from all professions, this new Flemish-Belgian who's who follows the conventional pattern for similar works in English. In addition to biographical data, current addresses and concise bibliographies of writings and other works are given. Some entries are duplicated in *Le Livre bleu* (1950) (*Guide Suppl.* 1815), but the information is, of course, more recent.—K.L.

Y bywgraffiadur cymreig hyd 1940; paratowyd dan nawdd Anrhydeddus Gymdeithas y Cymmrodorion. Llundain, 1953. 1110p. 42s.

A new Welsh biographical dictionary, compiled on the lines of the *Dictionary of National Biography*. Articles are signed, and sources are given; only biographees who died before 1940 are included. There is a bibliography and three indexes: A, pseudonyms; B, cross-references from variant forms of names; C, persons not entered under their own names but mentioned in other entries.

An English edition is planned to appear in two or three years; subsequently there are to be supplements in both languages.—O.J.

HISTORY

Ghani, A. R. *Pakistan; A Select Bibliography*. Lahore, Pakistan Assoc. for the Advancement of Science, Univ. Institute of Chemistry, 1951. 339p. Rs. 12; \$10.

Lists 9,000 selected references (books, pamphlets, articles, unpublished dissertations and

theses) in English relating to Pakistan. Some official publications are included. The period covered is from about 1800 to 1951.

In both the main section and an appendix, the material is arranged first under eight main subjects with many sub-divisions, then alphabetically by author, or by title if anonymous. Bibliographical details are often sparse. Dissertations and theses lack dates. There is a table of contents but no index.—M.C.

Greene, Evarts Boutell and Morris, Richard B. *A Guide to the Principal Sources for Early American History (1600-1800) in the City of New York*. 2d ed., rev. by Richard B. Morris. N. Y., Columbia Univ. Pr., 1953. 400p. \$10.

The first edition of this valuable guide was published in 1929 (*Guide V96*). In this second edition, in a few instances, corrections and revisions have been made in the text but for the most part the additional material is included in a supplement, p. 329-367, which follows the same general arrangement as the original work. Items in the supplement have been incorporated into the general index.

Harvard Guide to American History. [ed. by] Oscar Handlin, Arthur Meier Schlesinger [and others] Cambridge, Mass., Belknap Pr. of Harvard Univ. Pr., 1954. 689p. \$10.

This long-awaited successor to and revision of Channing, (Edward) Hart and Turner's *Guide to the Study and Teaching of American History* (*Guide V95*) reached us the day that the manuscript of this article was to be submitted. Edited by Oscar Handlin, Arthur Meier Schlesinger, Samuel Eliot

Morison, Frederick Merk, Arthur Meier Schlesinger, Jr., Paul Herman Buck, it is a work of first importance but unfortunately there has not been time for adequate examination. In general it follows the main outlines of Channing, Hart and Turner—"Chapters 1-5 consist of sixty-six essays dealing with the methods, resources, and materials of American history. . . . Chapters 6-20 consist of detailed reading lists arranged with reference to historical periods. . . ." (*Pref.*).

The listing is a highly selective guide to books and articles published up to December 31, 1950 which was selected as the terminal date for publications. A *must* for all reference departments.

Newberry Library, Chicago. *A Catalog of the William B. Greenlee Collection of Portuguese History and Literature and the Portuguese Materials in the Newberry Library*, comp. by Doris Varner Welsh. Chicago, Newberry Library, 1953. 342p. \$3.

The catalog of a valuable collection of Portuguese and Brazilian materials, covering holdings up to November 1, 1952. Books held by other sections of the Newberry Library are included, as well as those which constitute the William B. Greenlee collection. Arrangement is by subject, with an index by author and title, which includes many cross-references from variant spellings of names. Of the 5,833 entries, 150 are for periodical files. Full bibliographical information is given, though titles have in some cases been abbreviated to save space. This is a very welcome addition to the meager ranks of Portuguese literary and historical bibliography.—O.J.

Corrections

Pioneering Leaders in Librarianship, first series, edited by Emily Danton (ALA, 1953, 202p.) was incorrectly priced at \$4.45 in the April issue of COLLEGE AND RESEARCH LIBRARIES. The correct price is \$4.25.

In the article "The Preservation of Wood Pulp Publications," by Alvin W. Kremer, which appeared in the April, 1954 issue of

C&RL, the following correction should be made: On page 207, Column 1, paragraph 3, the sentence beginning "An evaluation of existing spray materials . . ." should read: "An evaluation of existing spray materials which deposit only a very thin film would indicate that they afford no appreciable increase in tear resistance and contribute nothing to folding endurance."

Compact Storage Equipment: Where to Use it and Where Not

Dr. Muller, formerly director of libraries, Southern Illinois University, is now assistant director of libraries, University of Michigan.

THE IDEA that you can pack twice as many books into a given floor area as is possible under conventional stack shelving appeals to librarians. Many librarians, faced with the necessity of having to provide more and more shelving space for increasing numbers of acquisitions, have been attracted by the announcement of several manufacturers that it is now possible to double or, in some cases, more than double the stack capacity of a library.

Although possibilities for compact storage have been explored since the days of Melvil Dewey and experimentation can be traced to the early nineties of the nineteenth century,¹ it has only been since 1950 that compact storage equipment has been widely exhibited, advertised, and installed. Four manufacturers are currently competing with each other in this field,² and two others are likely to enter the arena before very long.³

Faced with competing and conflicting claims, librarians as potential customers may tend to become bewildered. Should they consider this type of equipment at all? Will it increase or decrease service costs?

How will library patrons react to the equipment? Will we really save any money in the long run? If we decide to go into compact storage equipment, which type should we select? Will the equipment stand up under wear? Should we not rather wait until others have made mistakes? In studying compact storage installations, what aspects should we focus attention on? What about storage warehouses and cooperative storage warehouses in relation to compact storage equipment?

In this brief report, we shall not try to answer all these questions. We shall assume that you have looked at and pondered over the equipment offered by different manufacturers and have decided to give them serious consideration. Instead of trying to tell you which of the four systems of compact storage is best, we shall merely give brief descriptions of the equipment, indicate the degree of compactness they can achieve under identical conditions, and suggest where such compact book storage equipment might be used to advantage and where it should not be used.

The calculations of the degree of compactness, expressed in terms of increase in storage capacity, are based upon layout drawings of equipment in areas obstructed only by uniformly placed columns 23 feet on centers, with stack ranges in a free-standing arrangement. We assumed that no shelf section would have more than 7 levels of shelves or drawers.

(1) The compact storage system advocated by *Remington Rand* employs four-

¹ Rider, Fremont. *Compact Book Storage*. New York: Hadham Press, 1949, p. 30.

² W. R. Ames Company, San Francisco, Calif.; Art Metal Manufacturing Company, Jamestown, N.Y.; Hamilton Manufacturing Company, Two Rivers, Wis.; Remington Rand, Inc., New York.

³ Globe-Wernicke Company, Cincinnati, Ohio; Virginia Metal Products Company, Orange, Va.

way stack columns to make it possible to turn the direction of stack ranges by 90 degrees; it achieves compactness through aisle reduction from a width of about 36 inches to 20 inches and elimination of a center aisle. If no center aisles or cross aisles are provided both before and after the change, storage capacity can be increased by about 40%. The claim made in advertisements that storage capacity can be increased by 69% is true only if you assume a relatively comfortable provision of aisles before the change and no cross aisles after the change.

(2) The *Ames Stor-Mor Book* units consist of double-headed drawers, approximately 6 feet in length, having a drawer-head at each end. The drawers are designed to bridge alternate aisles in a stack area making use of the existing stack columns, but the drawers can also be used in a free-standing arrangement. The length of the drawer runs perpendicular to the length of conventional shelving. The shelves are adjustable by means of bolts. The width of the drawer is approximately 18 inches, occupying one-half of the space of the conventional book shelf; two drawers are placed side by side to occupy the 3 foot section provided for book shelves. This type of drawer makes use of the conventional pattern of stack columns for its support and does not require additional supports. The additional dead loads imposed by the weight of the drawer unit and the increased number of books which they carry are transmitted to the existing stack columns. Multi-tier construction can, therefore, be converted from conventional shelving to compact storage drawers without providing additional structural framing to the extent that the existing stack columns are capable of carrying the increased loads. The drawer accommodates two rows of books for its entire length. Contents are identified by 3" x 5" cards, two card holders being provided on each drawer head. In a free-standing arrangement where no cross aisles are provided, storage capacity can be increased by 76.2%, assuming range aisles of 43 inches in width and the use of book supports to separate the two halves of each double-headed drawer. If no book supports are used

and if conventional wall shelving is used in conjunction with the Ames units, storage capacity can be increased to 90.1% as compared to conventional shelving alone.

(3) *Hamilton Compo* units consist of single-headed drawers, available in lengths varying from about 3 to 4 feet and in widths varying from 18 to 26 inches, supported by four-way stack uprights, making conversion from conventional to compact storage easily possible. All sliding shelves are individually adjustable vertically on 1-inch centers without the use of bolts, nuts, or loose parts. In a free-standing arrangement where no cross aisles are provided, storage capacity can be increased by 109.3%, assuming range aisles of 46 inches in width.

(4) *Art Metal* swing units consist of two hinged shelf sections placed in front of each regular adjustable shelf section; each swing unit occupies a little less than one-half of the length of a regular shelf section, permitting the swing units to open out into the range aisle, thus exposing to view the shelves that are hidden when the swing units are closed. It is possible to place either 4 or 8 swing units (a single or a double row of shelf sections) on both sides of a regular shelf section. In a free-standing arrangement with 4 swing units, capacity can be increased by 52.9%, assuming range aisles of 28.5 inches in width. With 8 swing units, capacity can be increased by 73.4%, assuming range aisles of 38 inches in width.

Table I is included to show how the above percentages were obtained.

Before enumerating the uses of the compact storage equipment just described, we must attempt to clarify the one question that is of crucial significance, namely: Will the installation of compact storage equipment enable librarians to bring about any overall economy in book storage costs? Before compact storage became widely available, Fremont Rider stated that "the only place where savings would be affected would be in the amount (per book stored) of the stack building shell which would

TABLE I
Capacity Increases for Different Compact Storage Plans With Free-
Standing Stacks for an Area Measuring 23 Feet by 23 Feet

	Range Aisles (inches)	No. of units per bay (Maximum)	No. of lineal ft. per unit	No. of vol. per unit	No. of vol. per bay	Gain over conventional shelving	Percent- age gain
Conventional shelving 8" shelves	38.7	35	41.1	247	8,645	—	—
Aisle Reduction Plan, Moderate, 8" shelves	29.5	42	41.1	247	10,374	1,729	20.0
Aisle Reduction Plan, Severe, 8" shelves	22.9	49	41.1	247	12,103	3,458	40.0
Art Metal, 4" swing units, 8" shelves (Fig. 1)*	28.5	28	78.4	472	13,216	4,571	52.9
Art Metal, 8" swing units, 8" shelves (Fig. 2)	38.0	21	119.0	714	14,994	6,349	73.4
Ames, double range drawers with book supports (Fig. 3)	43.0	17	155.5	896	15,232	6,587	76.2
Ames, double range drawers without book supports plus conventional shelves at end walls	43.0	17 plus 4.7 single- faced bracket sections	155.5 (Ames) 208.5 (bracket)	933 (Ames) 123.5 (bracket)	16,437	7,792	90.1
Hamilton drawers 18" wide, 3'-10" deep, 7 rows of shelves (Fig. 4)	46.0	58	52.1	312	18,096	9,451	109.3

* Figures follow article.

be required; and though this saving might be material, the extra cost of the stack installation in it would probably more than offset the saving. What we have here again, in other words, is a greater compactness, but no overall economy."⁴ If this statement of Fremont Rider's is true, then there may be no real advantage in using compact storage. To answer the question as to whether overall savings can be achieved through compact storage equipment, we must keep in mind that there are basically two factors involved: (1) The cost of the compact storage equipment and (2) the cost of the building floor area that has been saved through the use of compact storage equipment. If the construction cost of the saved floor area is about the same as the purchase price of the compact storage equipment, then there may be no great advantage in going into compact storage equipment.

Let us assume that we need to shelve

⁴ Rider, *op. cit.*, p. 34.

100,000 volumes at 6 volumes per lineal foot with conventional bracket-type shelving and with stack aisles that are about 3 ft. wide but no cross aisles. To shelve 100,000 volumes will require 6,119 sq. ft. At a building cost of about \$15 a sq. ft., which is about what non-air-conditioned buildings without equipment would cost in 1954, 6,119 sq. ft. will cost \$91,785. To this figure should be added the cost of conventional bracket-type shelving for 100,000 volumes, which is estimated to be about \$15,300, yielding a total of \$107,085.

Let us now see what we can gain with compact storage equipment, and let us select the Hamilton Compo stacks for purposes of demonstration. When we use Hamilton Compo stacks, instead of requiring a floor area of 6,119 sq. ft., we shall need only 2,923 sq. ft. Hence the cost of the floor area will be only \$43,845 (as against \$91,785 under conventional shelving). To this figure, we must now add the cost of the Hamilton Compo units for 100,000

volumes, which will amount to approximately \$53,667, yielding a total of \$97,512.

The combined cost of shelving plus building construction, as we have just shown, will be \$107,085 for conventional bracket-type shelving, but only \$97,512 with the use of Hamilton Compo stacks. The saving achieved through the use of compact storage equipment is thus \$9,573, or not quite 9% of the cost of conventional shelving. This saving of 9% looks a great deal less impressive than the claims made in advertisements that you can double or more than double storage capacity. It is true that you can double your storage capacity, but it is equally true that you cannot cut your total book storage cost in half through compact storage equipment at present price levels. In a building costing about \$15 a sq. ft., the most we can expect is an overall economy of 9%, assuming a tightly packed arrangement with no cross aisles or stack stairs and with stack sections free-standing. In multiple-tier stacks, the savings achievable through compact storage equipment may be close to 20%; and in unusually expensive air-conditioned buildings, the overall savings might run as high as 25 to 30%.⁵ In most cases, 25% is probably the maximum overall economy that can be achieved through the use of currently available compact storage equipment at present price levels (See Figure 5).

Fremont Rider's prediction that no overall economy is likely to be achieved through the use of compact storage equipment, therefore, requires some modification in the light of our cost analysis. We must admit that some overall economy can now be achieved, but that the savings will not be over 25% in most cases and that they will usually be

less. Furthermore, we should add to the savings achievable in the combined cost of floor area construction and shelving, certain additional savings that are more difficult to express in precise terms of dollars and cents.

Compact storage will produce savings in (1) lighting installation and maintenance, (2) the installation of floor covering and floor maintenance, (3) the cost of hauling books to the delivery desk and returning them, (4) the installation and maintenance of heating and ventilating equipment, and (5) janitorial maintenance. These savings in cost must be balanced against disadvantages allegedly associated with compact storage equipment: (1) Books are less directly accessible. (2) Movable parts may require maintenance. (3) Moving of drawers or hinged doors may cause noise. (4) Shelving, shifting, and collecting of books may require more time and motion and may, therefore, involve greater labor costs. (5) Drawers and hinged doors may block aisles and become hazards, causing accidents. (6) Time may have to be expended in teaching library users who are not mechanically inclined how to operate drawers or hinged doors with safety. (7) Compact storage units are perhaps not too practical in open stacks despite claims to the contrary.

Librarians who feel that the disadvantages of compact storage equipment outweigh the advantages are not likely to resort to compact storage unless forced to do so by conditions over which they have no control. Let us briefly enumerate and discuss some of the conditions under which compact storage equipment might be used in preference to conventional bracket-type shelving:

(1) If a library is located where the land value is very high and where vertical building expansion is impossible, the cost of construction of a horizontal library extension might be so high that it would be considered out of the question. In cases of this sort

⁵For a more detailed analysis of the relationship between the relative expensiveness of a library building and the combined cost of building construction plus shelving, see the author's "Evaluation of Compact Book Storage Systems," in the Proceedings of the 3rd ACRL Library Building Plans Institute, Madison, Wisconsin, in ACRL MONOGRAPHS, No. 11, published by the Association of College and Reference Libraries, Chicago, Spring, 1954.

and also in cases where land is simply not available at whatever cost, the use of compact storage equipment may be the only solution to the problem of providing more shelf space.

(2) If the storage capacity of a given room in a library must be expanded, but there is no opportunity for enlarging the room and weeding is out of the question, compact storage equipment may be the answer. Compact storage equipment may be suitable as wall shelving in such situations as well as for a solid block of stacks, provided that the floor strength is sufficient for the added load.

(3) In situations where funds for a substantial building expansion are not likely to be available for some time to come, yet the stacks are completely filled, it may be possible to achieve some temporary relief, possibly on an annual basis, by means of installing compact storage equipment a few sections at a time. Through such gradual expansion of the shelving space, it may be possible to provide all the space that is needed periodically until funds for a building expansion become available.

(4) In libraries with free-standing stacks, it is always possible to reduce the width of aisles between ranges to a minimum of 20 to 22 inches. Such aisle reduction with conventional shelving is also possible where fixed supporting columns are used if they are converted into four-way columns as advocated by Remington Rand, Incorporated. Aisle reduction will increase storage capacity by a maximum of 40% and at a relatively low cost; it is probably the least expensive type of compact storage.

(5) If a library building is extremely expensive, say with average square foot costs of between \$25 and \$50, the relative savings obtained through compact storage equipment (as against building expansion) might be sizable. For such buildings, compact storage equipment might be suitable.

(6) In situations where the appearance of the library building is an important factor and where either vertical or horizontal expansion would spoil the architectural style, book storage capacity might best be increased through the use of compact storage equipment.

We may now ask ourselves where com-

compact storage equipment should not be used:

(1) Many librarians would probably object to the use of compact storage equipment for open stacks, except for little-used collections. However, compact storage has been used for open stacks. (2) When the library building in question is a very cheap building, say one that costs \$10 or less per square foot, the use of compact storage equipment would most likely increase the combined cost of building construction and shelving. In such cases it would be better to construct a building extension and equip it with conventional stacks than to install compact storage equipment in the old building. (3) Obviously, where base footings and/or floors are not strong enough to support compact storage equipment filled with books, the use of such equipment would be out of the question. For free-standing stacks, floors should probably be strong enough to support an average live weight of about 165 pounds per square foot for compact storage. Floors of reading rooms in typical library buildings do not generally have such strength characteristics, and the installation of compact storage stacks would, therefore, constitute a hazard. (4) Whenever little-used books can be segregated and separately shelved on conventional adjustable shelves in an inexpensive warehouse or cooperative library storage center, it will probably prove to be the least expensive type of storage; and compact storage equipment should not be selected for such situations.

SUMMARY AND CONCLUSIONS

The question of where to use compact storage stacks and where not to use it is likely to continue to be a controversial question. Taking all factors into consideration, compact storage equipment can achieve some overall economy. Whether the savings outweigh certain alleged disadvantages of compact storage equipment cannot be categorically answered but will depend

upon individual judgment in specific situations. There are situations in which the use of compact storage equipment seems advisable; there are other situations where the use of such equipment cannot be recommended.

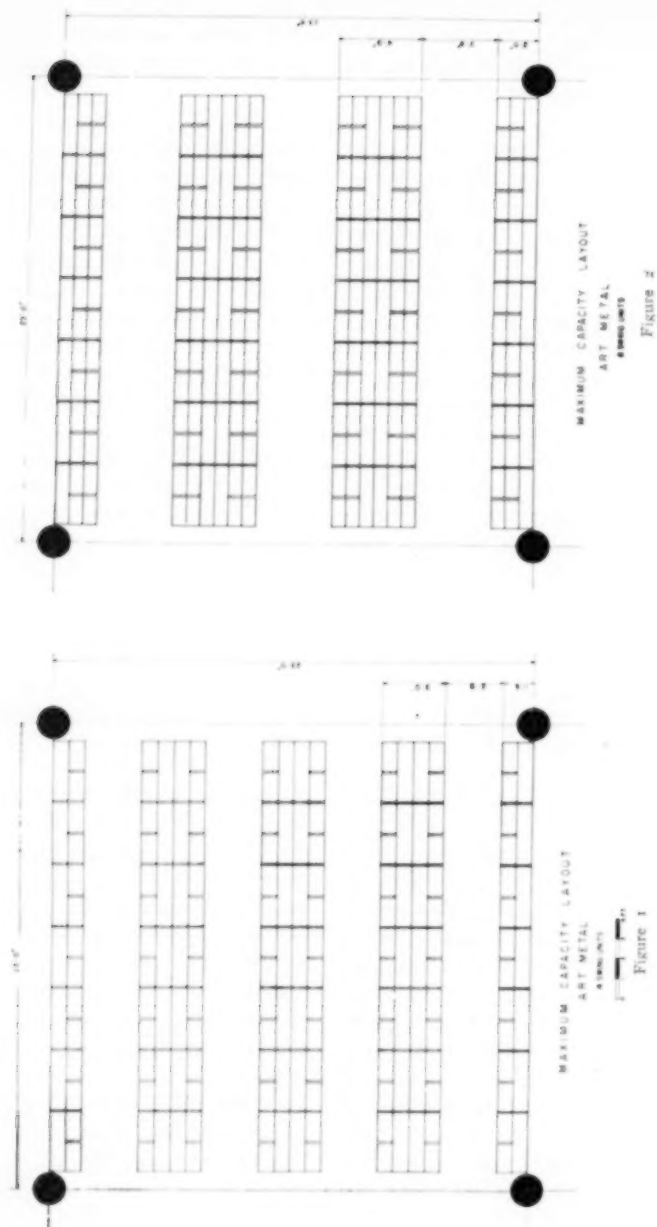
Libraries with closed stacks may find that converting the stacks to compact storage may cost appreciably less than constructing a stack extension and equipping it with conventional shelf sections. Librarians should, however, not be misled into thinking that by more than doubling the storage capacity they can cut the overall cost of book storage in half.

Claims and counterclaims that have been made by the manufacturers may be briefly summarized to guide (or confuse) prospective purchasers of compact storage installations: (1) Remington Rand representatives claim that, as originators of the vertical file, they can manufacture drawer-type stacks at any time they see fit; but they feel that lack of proper maintenance and insufficient evenness of floors will cause malfunctioning of such equipment in libraries over the years and that replacement parts may not be available in years to come when a manufacturer may have discontinued his product. They feel that their scheme yields the greatest overall savings. (2) Ames representatives stress the trouble-free easy operation of their drawers, the heavy-gage steel construction that permits users to stand on drawers without causing a permanent set in the steel, and their drawer-labelling system. They feel that quality of construction and ease of operation are more important than achieving the maximum increase in storage capacity. (3) Hamilton representatives feel their product is the most flexible, the most adaptable, and the most easily adjustable of all compact storage types. In their opinion, other types fail to achieve a sufficient increase in storage capacity to justify the

designation of compact stacks. They feel that the disadvantages allegedly associated with the use of compact storage stacks either do not apply to their product or are not serious. They believe that their design "will in the long run prove a most satisfactory usable stack for practically every type of stack usage," both in closed and open stacks. They feel that the advantages of their product as compared to conventional shelving are so great that cost consideration should not receive primary attention. They also point out that stack aisles of less than 3 feet in width violate fire and safety laws in, at least, one state. (4) Art Metal representatives have not been so articulate as the other companies in making claims for their product; they may feel that their swing units speak for themselves especially as far as ease of mechanical maintenance and operation are concerned.

After a librarian has decided to use compact storage equipment, he will have to choose among the available products. In making his choice he will be guided in his evaluation by such factors as the following: (1) Cost of shelving per lineal foot; (2) mechanical functioning of the equipment; (3) relative accessibility and visibility of the books; (4) efficiency in shelving, collecting, and shifting of books; (5) ease of shelf labeling; (6) adaptability of the equipment to the floor area dimensions under consideration; (7) adjustability of shelves or drawers; (8) hazards and safety features; (9) relative quietness or noisiness in operation; (10) appearance; (11) adaptability to non-book users; (12) reconvertibility to non-compact storage. In other words, what is needed is an objective and impartial consumer research study of compact storage equipment. It is hoped that such a study will soon be published.⁶

⁶ A detailed comparative study of the Ames, Art Metal, and Hamilton unit by Miss Grace E. Kite, Chief of the Circulation Division at Southern Illinois University Libraries, is under way and will be published soon.





23'0"

10'0"

MAXIMUM CAPACITY LAYOUT

MAXIMUM CAPACITY LAYOUT
HAMILTON

307

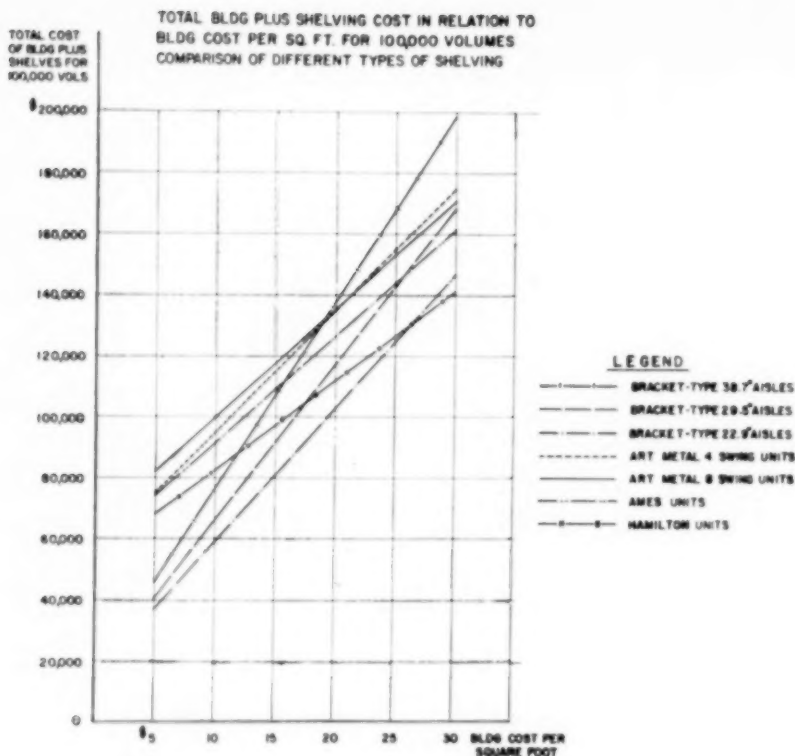


Figure 5

On the Survey of a Research Library by Scholars

(Continued from page 291)

ing features seem worthy of note. It was a survey made "not by the distributors of books but by the users of books. . . . It represents an appraisal of the library collections of the University by the experts in the several fields of knowledge represented on the University faculties." Though it was mainly confined to the libraries of the University of Pennsylvania, it occasionally

reaches out and calls attention to other important collections in the Philadelphia area. It is designed to be definite and factual and to reveal weaknesses as well as strength. Though it cannot be claimed that the sin of self-glorification has been wholly avoided, it perhaps comes as near to objectivity as could be hoped for in any self-survey.

Open or Closed Stacks?

Mr. Hicks was formerly librarian, Western State College, Gunnison, Colorado.

returned questionnaire marked as a closed stack library was not usable.

A GENERALLY ACCEPTED PRINCIPLE in American college librarianship is that materials should be as accessible to users as possible. The prevailing practice in regard to this principle was a moot point during a recent visit of an accrediting committee to our library. This focused attention on the question of open or closed stacks in libraries of colleges and teacher training institutions having less than 1,000 students.

Library Literature was consulted, but nothing was found that would shed much light on the problem. In the ten-year period from 1943 to 1953, only six entries were found which dealt with the subject "Access to Shelves." In all cases the articles were not concerned with practices in American academic libraries.

A questionnaire was therefore prepared and mailed to 83 libraries of Group III Colleges (with a library budget of under \$31,000) and Teacher-Education Institutions with less than 1,000 students selected from the 1951-52 "College and University Statistics" given in the January 1953 issue of *COLLEGE AND RESEARCH LIBRARIES*. The response was most satisfactory. Of 83 questionnaires sent out, 69, or 83%, were returned. The data which were derived from the questionnaire should be regarded only as facts of actual practice and not as a defense or condemnation of either open or closed stack systems.

The 69 colleges have an average enrollment of 623 students; of the 69 libraries answering, 52 (75%) have open stacks, and 17 (25%) have closed stacks. One

TABLE I
Enrollment of Colleges With Open
and Closed Stack Libraries

	High	Low	Average	No. of Libraries
Open Stacks	989	278	609	52
Closed Stacks	992	320	651	17

OPEN STACKS

The popularity of open stacks seems to be founded on the following sentiment, as stated by a librarian: "Our policy, in general, is to eliminate as many barriers between the book and readers as possible." This policy seems to be adhered to since only 12 of the 52 open stack libraries exercise any control over the passage of patrons into and out of the stack area. These 12 use one control desk. Ten use student assistants, one a clerical, and one a professional at the control desk. Twenty-one libraries reported the existence of a control desk but only 12 do any checking. All but one of the libraries have no restrictions on what materials or possessions can be taken into the stacks. One library allows only notebooks to be taken into the stacks. Two of the libraries require the students to register when entering the stacks. Thirty-five of the libraries have either an entrance and an exit or one combined entrance and exit. Seventeen have multiple entrances and/or exits.

Asked how open stacks have affected the number and disposition of the library staff, 30 reported that it is impossible to say. Of the remainder, 13 reported that less staff is

TABLE II
The Effect of Open Stacks on the
Numbers of Staff Members

	No. of Libra- ries	Pages	Circu- lation Help	Cleri- cals	Pro- fes- sionals	Stack Help
Additional	9	3	1	0	1	4
Less	13	10	4	5	3	4

needed and nine said more is needed. One library which shifted to open stacks responded that a shift in duties was necessary. It found that more shelf reading was necessary and that less time was spent going for books in the stacks.

TABLE III
Collections Separated from the Stack Area

	Docu- ments	Periodi- cals	Refer- ence	Brows- ing Room
Open Stacks	14	37	34	12
Closed Stacks	4	13	17	7

The 52 open stack libraries average 3.88 full time staff. The average for professionals is 2.74; for clericals, 1.14; for student assistants, 11.26. (See Table IV).

In the matter of circulation, eight librarians said that open stacks increase circulation, one said they decrease circulation, and 43 said they had no relevant data. Seven libraries reported that open stacks increase the number of patrons and 45 indicated they could not provide information on this point. Three of the libraries gave statistics on their increase of circulation as 25%, eight and one-half times, and 50%. One library said that circulation decreased

but patron use increased.

Thirty-eight of the open stack libraries still give page service and 14 do not. Ten libraries give page service to non-college users.

Twenty-eight of the libraries reported that they have no figures available on percentage of book loss. Twenty-three indicated that their losses are between zero and 5% and one said between 5% and 10%. One library reported the loss of 871 titles, out of 31,112 total volumes, during the period from 1925 to 1952. Another library reported .08% loss for the period from 1941 to 1948.

Only two libraries reported that they are planning changes in the policy of open stacks. A librarian in a library which has always had open stacks stated: "We are now planning a new library and thinking seriously of having closed stacks. With open stacks we find it hard to keep books in proper place; also, we find we lose quite a number." The other library reported that they plan closer control at the main entrance.

In answer to the question, "How long has your library had open stacks?" it was found that 33 have always had open stacks, nine less than five years, three between six and ten years, one between eleven and fifteen years, one between sixteen and twenty years, and five over twenty-one years.

In addition to having open stacks, 15 libraries have recreational reading rooms. In handling periodicals, 15 libraries have only the current issues on open shelves and

TABLE IV
Personnel of Open and Closed Stack Libraries

	Professional			Clerical			Student Assistants			Full Time Staff		
	High	Low	Aver.	High	Low	Aver.	High	Low	Aver.	High	Low	Aver.
Open	6	1	2.74	3.5	0	1.14	30	0	11.26	7	2	3.88
Closed	3	1	2.31	2.0	0	.70	22	5	11.58	5	2	3.01

37 libraries have both current and bound copies on open shelves. All but one library have all reference books on open shelves. It was found that 19 of the 52 libraries have an open shelf reserve collection, and 12 have departmental or divisional collections. A few libraries have collections outside the library, four have classroom collections, six have dormitory collections, and two have fraternity or sorority collections.

Four of the open stack libraries have budgets over \$31,000. They have an average enrollment of 671 students. Two are Group III Colleges and two are Teachers Colleges.

CLOSED STACKS

Of the 17 libraries with closed stacks, 4 reported that a change was being considered; the others indicated satisfaction with present arrangements. Among the more frequent reasons given for not opening stacks were the following: possibility of increased staff costs, current architectural difficulties, and anticipated serious loss of books. A librarian of an institution which had shifted from open to closed stacks gave the following as its reason: "The closing of stacks seem justified because we felt that open stacks contributed to a general slacking in the systematic use of the library which seems a proper contribution of the library to undergraduate students. In short, there seemed to be too many students seeing just what the library happened to have on the shelf and not really learning what the resources are through proper conjunctive use of the card catalog and bibliographies." This librarian added that the faculty and students resented the change to closed stacks and that their new building will have completely open facilities but with provision for shutting the stacks off wholly, or in part, if need for a change is seen. Another librarian said that there was enough mis-shelving by faculty and pages without allowing general freedom

in the stacks. (The question was raised as to the wisdom of spending funds on creating a good card catalog if users are going to get what they want by going directly to shelves!) The other three librarians who are thinking of changing to open stacks are waiting for new facilities.

The closed stack libraries have some provisions for direct use of materials by students. These include recreational reading rooms, periodical collections, changing circulating collections, reserve collections, and departmental and divisional collections. One library has provision for direct student use by classroom collections, two by dormitory collections, and one by fraternity and sorority deposits. For the tabulation of collections separate from the stacks area see Table III.

In the matter of book loss, eight libraries have a zero to 5% loss and the remaining closed stack libraries said that no figures are available. One library reported that it keeps an accurate record of losses. The loss figure is .01 of one per cent. Another library reported: "We had open stacks but our loss was heavy so we returned to closed stacks with permits." When asked for the loss figure as an open stack library, their answer was .002 per cent. This was 61 titles out of a book stock of 25,000 volumes for the year 1950 which was their last year with open stacks.

The closed stack libraries have an average full time staff of 3.01. The professionals average 2.31, the clericals, .7, and student assistants, 11.58. One library, that of a teachers college, has a budget over \$31,000.

CONCLUSIONS

According to the answers of the questionnaire, the popularity of open stacks for colleges under 1,000 students seems to be established.

Open stack libraries with control over the passage of patrons from the stacks are

in a minority. Without more exact figures as to book loss, it is difficult to judge whether patrons coming out of the stacks should be checked. Two open stack libraries that reported exact data have a low book loss. One may speculate what the picture would be if every library kept exact figures on book loss as compared to total volumes. A two per cent loss in a college library of 50,000 volumes means a loss of 1,000 books. When replacement costs are considered, a small percentage loss could be quite serious.

There seems to be no clear indication of an increase or decrease of circulation with open stacks.

A most important fact brought out by the questionnaire is the absence of sufficient data on which to base definite conclusions of the merits of open or closed stacks.

Results of the questionnaire indicate that there is divided opinion on the number of personnel needed by an open stack library. Local conditions may directly affect the size of staff.

Colleges with open stack libraries average 609 students. Colleges with closed stack

libraries average 653 students. Yet the libraries with open stacks average approximately one more full time person, 3.88 as against 3.01. Also 38 out of 52 open stack libraries still give page service. It would seem that page service could be dispensed with when the stacks are opened to patrons, but this does not seem to be true in the majority of the open stack libraries. A library that changed to open stacks recently reported that it found that there had to be a shift in duties but no decrease in staff.

From the answers given to the questionnaire, there is a trend toward unrestricted or freer use of periodicals.

Another interesting point brought out by the questionnaire is that 23 out of 69 libraries have reserve books on open shelves.

The significant fact brought out by this survey of the libraries of colleges with less than 1,000 students is that regardless of whether a library has open or closed stacks, librarians are generally thinking in terms of a freer use of materials. This trend seems to warrant the prediction that the practice of open stacks will be extended in accordance with such thinking.

The Farmington Plan

(Continued from page 284)

that there is foundation for the second interpretation.

Should the Farmington Plan consider removing any of its intentional exclusions? Periodicals did not appear at all in this study, and so no suggestion can be offered. Dissertations and textbooks did appear, but to no considerable extent. These categories are under discussion for inclusion, and it seems probable that some selection of these will be obtained in the future, if a satisfactory basis for selection can be agreed upon. Government documents are remarkable for their virtual absence, but it

would seem that their importance and use in this country might be the subject of further inquiry.

From this brief study of the success of the Farmington Plan acquisition policy, it seems that compliments are due its organizers for so competently covering the field in such a short span of time. However, this study indicates the desirability of another—much more difficult to conduct—into the actual source of the needed research books which are supplied to research workers. In short, the opposite of the present inquiry would be valuable as a positive approach.

The University Librarian as Bookman and Administrator: A Symposium

The following four papers were presented at a meeting of the University Libraries Section, ACRL, Chicago, Ill., February 2, 1954. The title of the panel discussion was "Roasting an Old Chestnut—The University Librarian, Bookman and/or Administrator?" Dr. William S. Dix, librarian, Princeton University, presided.

By PATRICIA PAYLORE

The Chief Librarian and Book Knowledge

Miss Paylore is assistant librarian, University of Arizona.

THE SMALL UNIVERSITY LIBRARY has a particularly urgent interest in securing as its librarian one who can and does read, one who recognizes a book from a form, one who likes the feel and the sight and the smell of a book beyond all other sensory experiences, one who can summon up from that experience which alone can serve him well in this capacity—reading—the know-how and the knowingness implicit in earning a living with books.

Why is it particularly urgent for a small university library to have such a librarian? Because his responsibility for his library is more widespread throughout all its operations than is the librarian's of a large institution where such responsibility is cut up and apportioned out to more or less autonomous departments. In a small university library the chief librarian has the opportunity and the obligation not only to know his collection first hand, but to examine and appraise gifts, and to cooperate personally with his faculty in the enrichment and growth of his library resources. These are responsibilities in the small university library which cannot and should not be delegated wholly to the chief librarian's subordinates. No other of his duties should claim his attention as should these particular ones which have to do with the very reason for his being a librarian at all—books, their acquisition, use, and care.

Such a chief librarian will find that other problems of administration, such as staff personnel, relations with university authorities,

physical plant maintenance, and budgetary agonies, inevitably will impinge upon his preoccupation with books, and they should, for let me be the first to admit that a small university librarian who neglected these aspects of his position would be a poor one, indeed, and that all the bookishness in the universe would not make up for a lack of attention to such problems. My contention here is only that his skill in handling his staff and his president and his faculty, his ability to maintain his building adequately, his acumen in dealing with students, public, press, and his eloquence in pleading for more money—none of these things will make him a good librarian if he does not also possess those qualities I mentioned earlier, in short a bookman's recognition and appreciation of books.

The kind of university librarian I am concerned with is in a position where he will have to do most of the examining and appraising of gift collections. He must be able to go to the private library with the executor, the heirs, or possibly the owner himself, scan it, evaluate it in terms of his own collection and his library's acquisition policies, estimate the percentage of duplicates, and recognize the usefulness of materials he may not want for himself through sale, priced or piece-for-piece exchange to others. The small university librarian has a responsibility not only to handle intelligently the gifts offered him but to seek out desirable gifts in advance.

But to do these promotional jobs, the librarian of the small university library must be more than a hearty fellow who knows how to address a luncheon club or project his circulation figures on a piece of graph paper. He has to be a

bookman. I say it again: he has to know books, their peculiar value to him, how to ferret them out, how to convey to the donor his pleasure at the transfer of their possession to him. I remember the astonishment with which Elliott Arnold, author of *Blood Brother* and *The Time of the Gringo*, greeted my personal request for the original manuscripts for the University of Arizona Library. They were not only Arizona and Southwest novels, but they had both been written in our library from our source materials. His reaction, coming from the big reserved man who is chary of compliments, was, in effect: "Why Pat, I didn't know you cared." I had a similar experience with Dr. Joseph Wood Krutch: a kind of shy pleasure that I had found his *Desert Year* manuscript valuable for posterity.

I should like to say just a word about the importance of a chief librarian's book knowledge in building a book-minded staff. Even in a small university library it is the staff which deals most directly with the faculty and students. They will be better and more useful librarians in this daily intercourse if they have derived from their chief the feeling that books are important and that in this relationship whereby the librarian is the instrument in fulfilling the old cliché about bringing the man and the book together to work its wondrous alchemy, they are playing a knowing and intelligent part. But it has to filter down. I never have known of a case where it rose to the top like cream.

In the same way, a staff responsible for the physical care of a collection will cherish its books only insofar as the librarian has imparted his book wisdom and love to them. Every library has some books of surpassing interest and value to it which it treasures. If books are considered only statistically by the librarian, as so many volumes in anthropology, for instance, instead of being recognized as Shirokogorov's practically-impossible-to-secure *Social Organization of the Northern Tungus* or Nordenskiöld's *The Cliff Dwellers of the Mesa Verde* or the magnificent folio plates of Curtis' *North American Indians* for the distinction these titles give to a collection of anthropological books, these volumes are going to be treated by the average library staff exactly as they treat the latest edition of Kroeber's textbook bought in multiple

copies for the reserve book room. In a small university library, the librarian and he alone can convey to his order librarians, his catalogers, and his public service librarians the respect due the physical book. If he does not care, or does not know, or is not interested, he will destroy his staff's book morale as surely as if he were no more than an industrial plant manager brought in to manage the library. I have seen catalogers treat fine books with diffidence and scorn, and I have seen stack superintendents whose philosophy, for lack of a better one, was the expedient one "books are expendable." Many books are, the good Lord knows, but where the chief librarian has stated his belief unmistakably that some books are *not*, there is little chance for the staff to be what the late Randolph Adams grievously called "enemies of books."

We have talked among ourselves in the last few years a good deal about recruiting for librarianship, and we have a great many committees functioning all over the country on various levels to promote this cause. The bookmen-librarians do their recruiting forty-eight hours a day without benefit of committees, pep talks, aptitude tests, or vocational counseling. But it is effective dynamic recruiting. For librarianship is books, and to sell it as a career to the non-professional people who usually far outnumber the professionals on a small university library staff, the librarian can succeed only in proportion to his own belief in the importance of books and all the ramifications of their use in libraries as basic. Is there any other factor we can recognize in recruiting for librarianship? Certainly not salaries, academic rank, favorable working conditions, or even the delights of handling microfilm!

I have been lucky. I was brought up in the profession by two great bookmen-librarians. When I was an accessions clerk in 1932, recording in medieval fashion in a great 20-pound ledger, author, title, publisher, place, date, price and source, Rudolph H. Gjelsness came to Arizona to be the librarian. From the moment this tall young sandy-haired Norwegian shook my hand as the staff went into his office one by one that hot summer morning, until he left five years later with all of us in tears, I was to live in a world I never dreamed of. Books, books, books—not just

recording them mechanically, stamping them, lettering them, shelving them, handing them out over the desk—but reading them, learning to love the sight of them, learning what they meant, how to judge them, how to use them, how to convey to others their wealth and richness, learning for the first time why I was a librarian—this is only a feeble attempt to analyze what this bookman did for one librarian. And I am gratified that if Mr. Gjelsness had to leave Arizona it was to teach hundreds of other librarians the lore and love and meaning of books in librarianship.

I remember, and he will probably never forget, that we had no money in those mid-depression days. I worked for \$90 a month and got paid in warrants that nobody would cash. Some university departments got as little as \$15 a year for their book allocation. But Mr. Gjelsness's five-year term at Arizona saw the beginning of our climb from an undistinguished, undernourished, undeveloped state to something approaching respectability twenty years later. He was a good administrator. He built up a professional staff and elicited from them a kind of fierce loyalty; he was a scholar by reputation and he won from the faculty a recognition that the library was more than an appendage of the University; he fought with determination for adequate support with all the ways known to librarians. But he will be remembered the longest and with the most respect and admiration for what he did with books at Arizona. He ransacked the duplicate collections of the Library of Congress and the New York Public Library for us; he built up the best pipeline to the public of the whole state of Arizona through his newspaper stories that we have ever known, and the gifts which came to us as a result are the foundation of more than one of our present areas of book strength; and he persuaded the university authorities to enlarge their publication program in order that the library might benefit from ensuing exchange arrangements. These things he did without money. But if he had not known books, what they were worth, where to find them, what to do with them, in short if he had not had the bookman's passion for books, not all the administrative talent conveyed by all the library schools in all the 48 states would have accomplished what he did *con amore*.

We liked particularly his instantaneous and combustible interest in Arizona materials. In 1932 the University Library had exactly two of the imprints from Arizona's first private press. They were Kirk La Shelle's *Poker Rubaiyat* and Will Robinson's *Her Navajo Lover*, printed in Phoenix in 1903 by Chicago's Frank Holme on the Bandar Log Press. After Mr. Gjelsness left in 1937, we had six of the seven scarce items issued in Arizona in very limited editions by this press. Here was an outlander, urbane, scholarly, bookman, who had to come to Arizona all the way from New York City to show us what was important in our own domain. Would a mere administrator ever have electrified us with the excitement of the search for the missing titles of George Ade's "Strenuous Lad's Library" which appeared under this imprint? Would such a librarian ever have dared spend a library's meager depression-year funds for a copy of *Clarence Allen, the Hypnotic Boy Journalist*? Would our efficient expert administrator, with his dependency on group results of questionnaires asking "how do you do it?", ever have had the imagination to uncover in an obscure Columbus, Ohio, bookshop what was probably the only remaining market copy of *Rollo Johnson, the Boy Inventor, or The Deamon Bicycle and Its Daring Rider*? I doubt it. It took a bookman librarian, for which we can be everlastingly thankful.

The librarian who followed Mr. Gjelsness at Arizona was William H. Carlson. He too was a bookman, a reader, a knower of books, a librarian who knew the book tools of his trade; whose knowledge of our collection and its lacks, combined with a skill not yet equalled for putting the library's dollars to the absolute maximum use, taught us a new aspect of our profession.

It was a strange and heady experience to have a little money to spend. The faculty, too, gaunt and lean from its starvation rations, was paralyzed. But Mr. Carlson was not. "To live is act," sayeth the poet; and this, now in retrospect, seems to me to have characterized his five years at Arizona. He surveyed our resources, field by field, went to the faculty with a bookman's plea to use the departmental allocations in pursuit of a scholarly and meaningful growth rather than the lazy popular haphazard frittering away of

funds without perceptible plan or regard for use and need. He sought and secured from his staff, from the faculty, and from the administration, a new awareness of the potentialities of a library to a university. In his careful meticulous way he bought books for Arizona, beginning with our bibliographical and reference collection, going on to strengthen our Southwest collection to which Mr. Gjelsness had contributed so greatly, and collaborating with the faculty in planning the library's book expansion so that it bore some relation to the curriculum.

He read the antiquarian catalogs daily as they came across his desk and his order librarian felt the dynamic impact of his selection policies instantly. He did not waste his time choosing among best sellers and the engulfing flood of second-rate current stuff, but husbanded our financial resources and his own book perspicacity for the important acquisitions that will distinguish certain parts of our collection forever. And another thing I remember about Mr. Carlson, a simple thing you may say, but few chief librarians do it nowadays: he used to go into the stacks. Often he went to look up something for his own information, or sometimes he took one of us along to discuss something, or occasionally he roamed up and down the aisles just looking, absorbing the peculiar atmosphere of

thousands of books. We never knew when we would run into him there, but it always made us feel good when we did. Now by this I do not propose that the small university librarian run his library from the stacks, but I do maintain that neither can he run it exclusively from the sanctuary of his office.

Mr. Carlson grayed considerably in our service, but I think he loved us nonetheless, for we had responded to his philosophy of bookmanship. (Show me a staff who loves the bright young mechanical man whose bible is his time and motion studies and whose badge is his organization chart, and I'll walk back to Tucson reciting chapter headings from all the books ever written on university library administration as penance.)

What does all this add up to? The observations of one assistant librarian about different kinds of chief librarians do not make a handbook for guidance. Yet these experiences are probably typical of a small university library. I would say at least, if someone should ask me which librarian I would like most to be marooned with in a library, that he should, if possible, happily be both administrator and bookman. But with female stubbornness, I reserve the final right to insist that if he can be only administrator, and not bookman as well, he forsake librarianship and leave me alone with the books.

By MAURICE F. TAUBER

Librarians as Bookmen

Dr. Tauber is professor of library service, Columbia University.

ROASTING AN OLD CHESTNUT is an appropriate title for this meeting. If one goes back into library literature, in fact, to the first number of the *American Library Journal*, issued September 30, 1876, he will find in Melvil Dewey's discussion of "The Profession" reference to the problem under discussion. He wrote as follows:

It is not enough that the books are cared for properly, are well arranged, are never lost. It is not enough if the librarian can readily produce any book asked for. It is not enough that he can, when asked, give

advice as to the best books in his collection on any subject. All these things are indispensable, but they are not enough for our ideal. He must see that his library contains, as far as possible, the best books on the best subjects, regarding carefully the wants of his special community.

Dewey continues with his thesis that a librarian should know books, and that he should use them as a teacher.

The time *was* when the library was like a museum, and a librarian was a mouser in musty books, and visitors looked with curious eyes at ancient tomes and manuscripts. The time *is* when the library is a school, and the librarian is in the highest sense a teacher,

and the visitor a reader among books as a workman among his tools. Will any man deny to the high calling of such a librarianship the title of profession?

Some forty-two years ago, William Warner Bishop, writing in *The Sewanee Review* (July, 1912), discussed the problem of "Training in the Use of Books." Dr. Bishop uses Thomas Jefferson as his pivotal point in focusing attention on the increase in the size of libraries since Jefferson did his collecting. Jefferson's 7,000 volumes were collected with meticulous care from the bookstores of Paris and other centers. He even maintained standing orders for works relating to America from the book-marts of Amsterdam, Frankfurt, Madrid, London, and other cities. Today, we have similar junkets on the part of university librarians who visit foreign centers collecting books for the libraries under their care. But Bishop's major topic of discussion was not Jefferson and his collecting. Bishop was interested in how anyone was going to gain control over the deluge of books. Jefferson's day had passed.

The scholar of to-day is ever fearful lest he shall have missed the latest treatise on his little specialty, which yet, despite its limitations, has a literature of its own. The average man of intelligence is well-nigh helpless before the mass of books even in a minor library. The craze for the "latest" novel, the "most up to date" reference book, is the characteristic note of the present demand for books. How, in the face of this flood, shall the young man of our day find his bearings; how shall he ride the flood a master; by virtue of what training shall he make it serve him, carry him to his goal, aid him in his life work? How shall he avoid being overwhelmed by numbers, misled by cheap newness, misguided by advertising, and lost in a wilderness of printed matter when he essays to work in a modern library or to attempt the mastery of any important question? This is my theme: *Training in the Use of Books*, the acquiring of a scholar's attitude toward the printed page.

Bishop's prescription for developing a sense of values in books makes good sense even today. Perhaps it was Bishop's training in cataloging which accounts for the ingredients of the prescription—to know authors, to know titles, to know contents. He starts with the young child, as one should, and outlines a

program that involves the elementary school teacher and the high school librarian. We shall see later that Bishop's prescription, carried further into college and the university, would do what critics of librarians today would like to see done—to prepare librarians who know books for their values and their uses.

But let us turn to the current problem—to the more specific problem of making our librarians more effective as bookmen.

Ernest J. Reece, writing in 1949 of *The Task and Training of Librarians*¹ described the various responsibilities of personnel in modern library service. In his discussion of skills for the task, he wrote as follows:

Naturally the abilities relating to books claim prominent attention. Among them, facility in judging, learning, and reducing to usable order what is recorded in printed and other forms stands first, since it underlies many of the professional librarian's preoccupations.

Power to evaluate books was widely thought to be deficient in the graduates of library schools. Those so reporting did not allege that schools ignore it or are uninterested in it, but apparently believed that the efforts to nurture it are superficial and too slight. They alluded to the part the judging of printed materials plays in building, balancing, and limiting collections, choosing items for readers, presenting the contents of books to individuals and to audiences, and defending policies in selection. They spoke of it as a calling for discernment in appraising literary quality and significance, as well as in distinguishing fact, theory, bias, and propaganda, and in interpreting reviews and the estimates of new publications supplied by experts in particular fields.

If the power of over-all evaluation is inadequate, much the same must be said about the competence in mastering and dealing with the contents of books for purposes of use. The prevailing view is that there is insufficient readiness in unlocking the vaults of knowledge, to say nothing of the sleuth-like pursuit of clues which often is necessary, the handling and construing of research resources, and the utilizing of all pertinent resources and media, within and without a given library. The result is mediocre effectiveness in disseminating information, furnishing requested material, and promoting

¹ New York, King's Crown Press, 1949.

contributions to the world's store of learning.²

A basic assumption of the following discussion is that it is essential for professional groups to take stock constantly of their educational and training programs. Much of the discussion in the literature as to what constitutes a "Librarian" or a "Bookman" has generally resulted in the generation of more heat than light. Professor Reece's conclusions regarding the observations of practitioners on the competencies of library school graduates in book knowledge perhaps is as inclusive as one might possibly gather in a similar survey if conducted today. The deficiencies listed have been singled out before, and together they represent those important segments of library service which have been subject to the criticism of some librarians and others outside the profession. This criticism is desirable. A check of the literature will reveal that training for other professions, such as medicine, law, engineering, pharmacy, and teaching also has been subject to reappraisal at frequent intervals. The appointment of a non-career librarian to an important library position, however, is pointed out as a tangible demonstration of the failure of the profession to produce the right man at the right time. There are, of course, other reasons why such appointments are made.

My contribution to this discussion is concerned with a major part of the training and background of librarians—their knowledge and capacity as bookmen. What, then, makes a bookman? It is certain that the definition will depend on the person defining it. Is it subject knowledge in a specific field, such as astronomy, mathematics, economics, Byzantine art, or American literature of the 19th century, or the works and influence of Ben Jonson? Is it collecting all the works of a particular author? Is it knowledge of books in the sense of a McKerrow, Esdaile, or Fredson Bowers? Is it knowledge of book bindings in the sense of a Cockerell or a Goldschmidt? Is it knowledge of books in the sense of a Rosenbach or other internationally famous collectors? Is it knowledge of printing in the manner of an Updike or a Stanley Morison? Is it being bibliography-wise, in the sense of knowing at first hand the sources

in Mudge, Winchell and other guides so that scholars can be helped promptly in their quest of information? Is it knowing books in all languages and on all levels so well that catalogs, indexes, and abstracts can be prepared so soundly that scholars will accept them without question? Is it the ability to sit down with bookdealers and discuss books in their various editions, with emphasis on minutiae of format and previous owners? Is it the ability to trace the effects of one author upon another, and how they both influenced a third? Is it the type of infection which has been described as bibliomania, or the unquenchable desire to acquire books? Must one be a Diderot, Delisle, Medina, Eames, or Wing to be considered a bookman? What is the place of music, maps, manuscripts, archives, and other forms of communication in the background of the bookman? What indeed makes a bookman?

There is one other definition of a bookman. Robert B. Downs, speaking to the Southeastern Library Association, October 30, 1952, had as his object the disinfecting and deodorizing of horsefeathers, or delusions, in librarianship. He writes:

A fourth popular delusion or class of horsefeathers is more personal in nature. That is the belief that librarians cannot read or write, and know only the outsides of books. There is an insinuation here, though perhaps not a direct charge, that librarians are illiterate; otherwise, the critics suggest, we would take more interest in knowing what is between the covers of the books we handle.

Evidence to confute this calumny are all around us. How could our thousands of able reference librarians carry on their jobs without the most thorough knowledge of the contents of books? Not only must they have read, but they must retain an almost uncanny memory of everything they peruse and where they saw it. Tomorrow, next week, or next year, someone will come along and ask questions for which the information will be needed. There are thousands of special librarians, serving business, industry, medicine, law, and a multitude of other specialized interests, who are accustomed to having at their fingertips a vast array of facts and figures on the most unexpected and unlikely subjects. Their background has been acquired through a minute acquaintance with books, journals, pamphlets, and unpublished data. These reference and special

² *Ibid.*, p. 19-20.

librarians would hardly last twenty-four hours in their positions without a comprehensive familiarity with the printed word.²

Dr. Downs goes on to single out groups of traditional librarians, such as acquisition librarians and catalogers and classifiers, who make specific contributions through knowledge of books—of their insides as well as their outsides. Downs also points out that there are some librarians who are capable writers, regardless of the observations that there is a prominent gap in this area.

It is doubtful if a definition can be arrived at which will be satisfactory to all. It is doubtful if the old chestnut that is being roasted here will be palatable to anyone. But the question needs airing. I have taken as my part of this panel the discussion of three aspects: (1) what library schools consider their role in helping to build up book and bibliographical knowledge of students, particularly in connection with *uses* of books; (2) what a group of scholarly bookmen—recognized as such by other bookmen and also by librarians who may or may not be described as bookmen—consider to be the role and potential of the library school in the development of their counterparts; (3) how may any deficiencies which are present in library schools be corrected.

LIBRARY SCHOOL TRAINING

In an effort to obtain some data on the pattern of instruction in the so-called book courses in library schools, letters were sent to the deans and directors of schools accredited by the ALA. The response was gratifying. Only two library school directors failed to write. It would take more time than that allotted to me to write fully of the library school programs designed to assist students to strengthen their backgrounds in book knowledge. In general, one must conclude after reading the correspondence that library school directors and their staffs are much concerned with their graduates being "bookmen" in every sense of the term. "As I grow older," one writes, "I feel we need more bookishness." But some of the younger deans and directors are seriously disturbed about not being able to do more than they are

doing now with the general product that comes to library schools. If one were to categorize the problem of the library schools in terms of factors, there would be three that deserve attention: (1) the courses, (2) the students, and (3) the faculty.

Courses. By and large the curricula of library schools disclose earnest attention to the importance of so-called book courses. Most of the library schools now offer introductory courses in the literature of the several grouped disciplines—the humanities, the social sciences, and science and technology. The usual types of courses in book selection, reference, bibliography in various phases, children's literature, materials for adolescents, popular fiction, government publications, maps, serials and continuations, rare books, and manuscripts are provided. Some schools provide an opportunity to specialize in subject fields, such as medicine, law, music, business and fine arts. General courses in library backgrounds, libraries and librarianship, history of books and libraries, books and ideas, history of books and printing, libraries and publishing, acquisition of library materials, resources of libraries and cataloging and classification are also singled out as pointing towards the enriching of the backgrounds of students. Advanced courses and seminars are also available for those who bring to library school more than the usual knowledge of books learned in the liberal arts curriculum in colleges. Any library school course, technical or otherwise, should contain content dealing with books and other library materials. Over and above the required and special courses in books and book knowledge, several library schools have focused attention on problems of books, bookmen, scholars, publishing, and bookdealers through symposia, workshops, institutes and lecture series.

It is difficult to discuss the merits of these courses, except in terms of practical success of the graduates in library service. The discussions or summaries of Danton, Wheeler, Reece, Beals, and Leigh all published in the last seven years, offer some basis for concluding that we are not as successful as we would like to be in turning out individuals who would be classified as bookmen by bookmen. But it may be worth while lingering for a few moments to examine comments on book courses by two library school directors.

² Downs, Robert B. "Some Current Delusions, or Horsefeathers, in Librarianship," *Southeastern Librarian*, 3:24, Sept/Oct, 1953.

When our curriculum underwent extensive revisions about five years ago, we decided that primary emphasis should be placed on books and less stress on administration and organization. I think we have succeeded pretty well in this aim. In my opinion, however, library schools cannot do the job alone, in what is ordinarily a one-year program. We need to have good college preparation on which to build and, of course, a keen interest in books on the part of students themselves.

We are not, however, under the illusion that anyone can be turned into a bookman in one year. Those who have been reading avidly since childhood probably have a pretty good start; we hope our introduction of materials and ideas will encourage them to continue and to grow to be bookmen. Similarly, we hope that others will build on what we are able to give them and will develop a reading background. At the same time we recognize that, regrettably, many will never reach real bookmanship. No course can do it all for them. We believe that what we offer is a sound basis; but the outcome depends on what the individual builds on that basis.

These two comments are typical of similar ones made by the directors and faculty members who wrote. Within the year's program of a library school, there is obviously a serious limit as to what may be done in the training of students. The recognition of this aspect of the problem by library school administrators and faculty members has been emphasized by the bookmen themselves.

The Students. What about the students who come to the library school? Are they much different from the students of the past? This particular problem was not investigated systematically. One respondent indicated that they were not equal to the students in other graduate departments of his university. I have been personally impressed, however, with the calibre of many of the students I have met in library school. While I am not acquainted with the backgrounds of students in all library schools, I have observed, for example, an increasing number of young people entering Columbia who have master's degrees in subject fields, or who have a sense of books that is beyond what may be expected under present undergraduate instruction in colleges. The several students who have indicated interest in building special collections, in pub-

lishing and printing, and in bibliographical control demonstrated their earnestness by their willingness to go beyond the call of duty. This is important, as will also be seen by the comments of bookmen. There must be a basic drive within the student himself. The learning process is not merely an instructor lecturing and a student taking notes. The student must take an active part of the process of learning. This was Bishop's prescription.

The question of recruitment for library service, particularly university library service, has been discussed many times. The part that must be played by university librarians themselves in this program of directing attention of qualified persons to librarianship as a career cannot be stressed too often. Some of the young people who have gone into libraries with strong backgrounds in books have been sent to library schools by librarians. Mr. Powell, in his paper in *Education for Librarianship*, the proceedings of the conference of the University of Chicago Graduate Library School, in 1948, referred to it as part of a positive program in strengthening library personnel. If the students who are attending library schools do not meet the expectations of employing librarians, it might be speculated that the librarians themselves have not demonstrated through their own contributions and services that they are in a calling that demands the best minds of the land. The examples set by librarians in their professional lives and in their library administrations are exceptionally good instruments for influencing young people who are concerned with the selection of satisfying careers. The blame placed on the schools and faculties should be qualified to the extent that there is a dual responsibility of both schools and libraries to select those individuals who have shown an affinity for books and library service. There is no place in librarianship for a person who merely tolerates books or who resists reading.

The Faculty. The third part of a program for training bookmen is the library school faculty. The letters from the several directors of the schools, as well as those from some faculty members who wrote, indicate a definite recognition of the role of the teacher in this important program. I wish there were time to include these letters completely. To draw conclusions on how well the faculty members

succeed in carrying out the programs which are described so well there would be required a detailed study of the performance records of the graduates of each library school. In the several courses which were listed earlier, however, there are pedagogical techniques which are designed to accomplish the aim of developing the students' interest in and concern for books and other materials with which librarians have to deal with in their work with patrons.

Anyone who has taught in a library school knows that there are serious problems in selection and recruitment of faculty members, their preparation in educational and professional experience for particular assignments, their teaching loads, their scholarly productivity, their associational and other responsibilities. Keeping close touch with the field may sometimes be a difficult task for the faculty member, but it is an essential one. That there is criticism of library school faculties for losing touch with libraries and problems in the field is well known.

One of the primary recommendations of the Williamson report on the training of librarians was the placement of the library school in an established university. This was proposed for a number of reasons, but basically it was designed to make it possible for both faculty members and students to become a real part of a larger whole which was concerned with knowledge in all its phases. The extent to which students take advantage of their opportunities by being at a library school located in a large university will determine to some extent their growth as bookmen. Even though full-time library school students spend only a year, or possibly less, at their professional training, the observation on getting to know books and their authors made by several of the bookmen is relevant. It is possible to become specific on this point. A student at Columbia University's School of Library Service, if he so wills, can not only become acquainted with books in the general library stacks in Butler Library, but with those in the 32 departmental libraries of the University. The Department of Special Collections itself contains dozens of the types of collections that generally affect the saliva flow of bookmen. The bookshops and collections of New York are open to him. Students at other library schools have, but perhaps not to

the same extent, similar advantages to enjoy if they would only do so.

Students, of course, complain that they are too burdened with the task of reading library literature, of writing term papers or theses, or working twenty or more hours in a library. Working students, of course, have an opportunity to become acquainted with books in a real sense. The bookmen who are librarians focus attention on the value of spending time in the stacks of libraries studying individual books as well as collections. Bookmen frequently get lost in the stacks.

BOOKMEN ON BOOKMEN

It seemed to your participant that one of the ways by which some guidance might be obtained on possible ways to strengthen the programs of library schools in their efforts to help students build their backgrounds in books would be from suggestions of a group of bookmen themselves—librarians of special collections in universities, librarians of well-known special libraries, and others who have established reputations as bookmen. To these 26 individuals a letter was sent.⁴ Twenty-two commented on the four questions which were as follows:

1. How did you develop your knowledge of books?
2. Is it the type of background that could be developed by students in a library school?
3. If so, what might the library schools do to develop courses in this direction? In general, what would be the content of such courses?
4. What should be the characteristics of the faculty members teaching such courses?

Developing Knowledge of Books. Let us turn to an examination of the traits deduced as uniquely characteristic of bookmen, according to the descriptions by bookmen themselves. How did bookmen become bookmen? Although there was some disagreement with the definition of "bookmen" as represented in

⁴ Among those who provided information were the following: Charles M. Adams, Roland Baughman, Curt F. Bühler, Rudolf Hirsch, William A. Jackson, Karl Kup, Hellmut Lehmann-Haupt, Harry M. Lydenberg, David C. Mearns, Stanley Pargellis, Howard Peckham, William B. Ready, Felix Reichmann, Joseph B. Rogers, Colton Storm, Lawrence S. Thompson, Edwin E. Willoughby, Donald Wing, Richard Wormser, Louis B. Wright, Lawrence C. Wroth, John Cook Wyllie.

the letter, the interpretations by the respondents indicated general acceptance of "knowledge of books" to mean both bibliographical and subject knowledge. One bookman asks:

How did I develop my knowledge of books? By reading some of them. In this pursuit, there is, I'm afraid, no alternative to reading. Not even listening to the broadcasts of the extraordinary Mr. Highet can be a satisfactory substitute. When I first went to work in the library thirty-five years ago, I supposed, in my innocence (having had no professional training), that its henchmen should have some respect, even veneration, for the wards on its shelves. Being still uneducated, I still cling, a little obstinately, to the notion. In those far-off days, there were no restraints on the reference staff, in terms of routines, procedures, and time limitations. We were assigned to an enquiry and were expected to come up with the solution. This meant going far beyond a quick search of a catalog, a thumbing of an index, a glance at an encyclopedia, or recourse to the most obvious compendium. It meant going to the stacks—to the books themselves. It meant applied imagination. There was a rather fine spirit of competition. It was shameful not to bring in an affirmative report. Of course many of the books were unresponsive, but with persistence it was sometimes possible to come upon the right one and force it to divulge the secret. There is no satisfaction as complete as the satisfaction of discovery combined with recognition. And so, you will understand, what little I have learned of books has been haphazard, distressingly miscellaneous, and shockingly thin. But it has been great fun, and I have been grateful for having been permitted to live among them.

The question of self-education in books appears prominently in the discussions of the bookmen. Another bookman comments on this particular aspect as follows:

I believe "knowledge of books" is a direct and necessary result of emotional disturbance characterized by ability to derive pleasure from reading, handling, owning, or seeing books, or some kinds of books, like pockmarks on a face are the result of having had chicken pox, or, as an ornithologist has been a bird watcher because he is a bird lover. How may the person become initially infected? Some people have been vaccinated against the thing. Others are naturally immune. The chance of infecting the susceptible I think is increased by exposing them

regularly and systematically to those who are suffering from (and/or enjoying) it.

How did I develop my knowledge of books? I don't know for sure what the answer is. From watching children, I suspect that book loving is not congenital infection, or if it is, it must remain latent to teen age. I was much earlier interested in reading than I ever was in books as physical objects, but this is not relevant really because I had no early opportunity to see or enjoy beautiful books. My earliest recollections in this direction came from opportunities to see public and private collections formed by great bookmen, and some of the greatest stimuli have been these plus bookmen in the trade.

A retired director of a great research library wrote as follows:

I developed my knowledge of books by trying to find out all I could about what they meant, what they said, why they were written, how they were made, how they were printed, how they were sold, in short, trying to learn the *ins* and *outs* of the book world on all its many sides. Yes, I admit that's a pretty big order, agree that I came far short of success, but knew that the more I learned the wider grew the circle of the unknown. Put it another way: by realizing that books meant much to me, by hoping to get other people to feel towards them as I did, by cultivating a lasting and never satisfied curiosity about books in all their sides and phases.

Those of you who remember Douglas Waples' paper, "On Developing Taste in Reading," will recall his comments on the difficulties of any program in developing taste in other people. Waples observes that a fund of experience is the basic element of taste, and out of this fund the individual learns to recognize excellence. How does a young person obtain this basic fund of knowledge which later impels him to pursue further the good experience? Waples writes as follows:

Given that kind of young person, the literary men who have written about literary taste tells much that will guide his further steps toward competence in literary criticism. We suspect that such people result from a happy selection of parents, plus the family interests such parents would create, plus several accidental and vivid exposures to literature in terms of life. We suspect also that such people are their own best teachers. But all this is small help. The masters beg

the question. As parents we can't afford to wait for such young people to happen in our families. As teachers we can't wait for them to blossom in the schools.

In most cases, a positive program is essential but parental and family influence apparently have been significant in the training of bookmen. One of the respondents wrote as follows:

The small knowledge I have of books was developed from reading them. My father was a non-college man, yet he was a careful and avid reader. He was like many men of his generation: he bought the books he thought he ought to read. Those books were all around us, as I grew up, and I read them just as rapidly as I could understand them (or, at least, thought I could understand them). The whole family read books and discussed them and believed that reading was fun. We went to the local public library weekly as a family and I went more often. Children were not admitted to the adult section of the library in my younger days, but we had a remarkable woman on the local staff who knew I needed something beyond *The Rover Boys*. She sneaked me into the adult stacks and I prowled the shelves freely. There was nothing directed about this reading—it was rather squirrel-like, clutching at random and burying hurriedly.

This same respondent states that he was an indifferent student in college, but always a good reader. "And read I did," he writes, "for more than two years, I was reading at the rate of two books each day. I'm not yet quite sure why I was graduated." We all know why he graduated—he undoubtedly knew more than his teachers.

Up to this point, we have discussed personal initiative and parental direction. Direction by others, such as members of high school and college faculties, librarians with the preferred book sense, and bookmen—bookdealers and book collectors—have helped young people to develop their background in books.

A current supervisor of special collections in a large university library writes as follows:

I became a bookman, as you put it, entirely by chance and in the time-honored tradition of "preceptor-neophyte." When I began my college career there certainly was no thought in my mind of becoming a librarian. And finding myself through force of circumstance

on the staff of a large research library in the effort to gain funds with which to continue my college work, I still resentfully resisted the tendency to put down roots, and for a number of years I considered my participation in the activities of a research library a strictly incidental interference with the proper eventual career in education, my chosen field.

Time and the influence of two men finally wore me down—plus the fact that I came to realize that of all such libraries I had by purest chance attached myself to the very best.

This respondent wrote in detail of the effect of these two men, his supervisor and the chief of the library, on his developing interest in books. He went on as follows:

To become a bookman requires a long and leisurely exposure to books and their users—books as objects and human documents, not call-numbers; and users as scholars and participants, not statistics. If I have any rightful claim to the name you have called me, it is due entirely to (1) the unparalleled quality of the collection with which I was thrown in daily contact for so many years; (2) the quality of the men with whom and under whom I worked, and (3) the quality of the readers whom my efforts served.

I could quote many more extracts from these most interesting and informative letters of other bookmen, but essentially the formula is the same. The bookman became a bookman because he was early thrown into the company of books and lovers of books. The background of bookmen appears to be similar, even though it manifests itself in different ways—as librarian, book collector, bookdealer, teacher. Also noteworthy is the catholic interests of the bookmen in all fields of scholarly endeavor. There is no concern about the separating of books into categories or disciplines, although this does not mean subjects are unimportant. In fact, the attitude appreciates both the runover of one subject into another and the special nature of each subject. Pierce Butler's spectrum of scholarship is quite evident in the blending of science, social science, and the humanities in the backgrounds of many of the bookmen.

Relation to Library School. Since several of the bookmen were not library school graduates, it is understandable that they might be reluctant to speculate on the possibility that

a bookman's background could be developed in a one-year professional program. A few declared outright that it was an impossibility.

One of our best known rare book men responded as follows:

I don't think I have much of use to say on the matter. When I was taught to read I started to learn about books. I, personally, have very little use for library schools and believe the best way to teach a person about libraries is to put him in a good library and make him work.

One of the best acquisitions men makes the following comment:

Bookmanship cannot be taught. You either have it or you don't. If you don't, you can still do good work in library school and you can administer. The worst library school attitude strikes me as an enormous confusion that can go like this: books=cards=merchandise=quantity. Teaching ends with the title-page.

But equally prominent members of the profession were not as pessimistic in regard to the library school's potentiality, if you have the right student and the right faculty member. One of our leading bookmen wrote:

I should like to express my conviction that the courses which you have in mind should be given only to students who have strongly expressed a personal interest in bibliographical procedure, deriving from former experience and broad educational background. I think the content of the courses should deal with the history of bibliography, printing, and textual criticism, and that they should comprise a rather rigid training in descriptive analysis of printed and manuscript volumes. There is no doubt in the world that the skill itself can be taught to one who wants to learn it. The question of whether this teaching creates a bookman is one that cannot be separated from the individuality of the student concerned.

Another makes the comment:

Yes, the background can be developed, but I am heretical enough to feel that it can be developed only if it is sought by the student as meeting a need that he feels is imperative. Force it as a "required course," and I doubt whether it's possible to be of lasting value. In the last analysis it seems to me essentially a matter of self education.

Guidance and suggestion may be offered, but they are useless if accepted as necessities for getting a number of credits.

Development of Courses. How should library schools develop courses to train bookmen, and what should be the content of such courses are questions which are difficult to answer, even by bookmen. But there are some specific suggestions which should be noted.

The director of a large research library writes as follows:

Several kinds of courses can be thought of. The antiquarian bookdealers in New York could be asked to get up a course among themselves. They would jump at the chance. At their best you get from bookdealers something like Goldschmidt's three excellent lectures on Renaissance books. Or someone not a bookdealer with a good scholarly knowledge of the history of the printed book could do it. I would like very much to see such a course run as a seminar, every student being given an assignment each week of finding out everything he can about a specific book. That would mean that he would have to get acquainted with bibliographies, with auction records, with the reasons for the importance of the book, and what has been written about it. What fun it would be to give a course like that. I'd like to do it myself.

Another comments:

It would seem to me desirable for library schools to emphasize courses in literature and history, even if some technical courses have to suffer. Members of library staffs have told me that they wasted a good deal of time in poorly taught courses in child psychology, book selection, and even some redundant courses in cataloging. This time, they felt, could have been better spent in courses which gave them knowledge of a particular discipline, like history or English literature.

A director of special collections in a university, not a library school graduate, who has taught in a library school, suggests the following program:

1. First and foremost, you should devise a system of tests that should identify those students who have a natural inclination toward being "bookmen." You must be very careful, though, that these tests distinguish between those who have a sincere, honest-to-God regard for the past and its contribu-

tions to human progress, and those whose "love of books" stems from a fear of reality or from a hormone deficiency.

2. Tie the curriculum in with other academic divisions of the university to provide such students with sound groundings in comparative religion, philosophy, science (applied and exact), and history—especially the history of ideas. Being a good bookman is not just memorizing, say, the points of issue of *Two Years Before the Mast*; it is in knowing the general areas in which important books are likely to occur, and how to recognize them as such.

3. Provide a course in analytical bibliography under a professor who is an able contributor to the field.

4. Provide a course in rare-bookology—the methods and care of preservation, exhibition techniques, the areas of collecting, correlation of the philosophy of current usefulness with that of the obligation to the future, requirements of staffing and housing, specialized classifications for rarities, etc.

5. Encourage actual research—literary, bibliographical, or historical (but not in library techniques)—with a view toward publication. Nothing will provide a budding bookman with a greater lift than learning that he is at one with both curatorship and scholarship.

6. Provide opportunities for in-service training in a rare-book library.

7. Provide a climate for rare-book shop talk—informal gatherings with dealers, collectors, and scholars, visits to rare-book libraries, attendance at bibliophile meetings, etc.

This program undoubtedly would help to develop the type of person who could take care of acquisitions, special collections, handling of rarities and exhibitions, and, in general, do the job of a certain type of bookman. Other programs suggested by bookmen include reference to specific historical courses in paper-making, sound recording, etc.

In this connection, one librarian writes:

I have been continually impressed in my professional library work with the general paucity of information possessed by librarians with respect to the development of the materials with which they work daily, the peculiarities of their physical form, the ways in which these characteristics affect standard library routines, and the influence of printing and other forms of recording ideas upon the progress of the world.

I believe every administrator ought to be a bookman. As you can see, I am interpreting the word "bookman" to mean a person who is sufficiently well schooled in the development, uses, and influences of the various means by which information has been recorded and preserved to be able not only to interpret but to effectively translate into positive courses of action the needs of his community for library materials.

Comments on Faculty. The last point which may be discussed on this question of training bookmen concerns the faculty members of the schools. Since there is divided opinion regarding the practicality of the library school attempting to train bookmen in certain senses of the term, it would not help the situation too much to consider this matter in great detail, despite its prime importance. We have already referred to suggestions that faculty members may be recruited from the book trade, at least for seminars on books. We have other suggestions that faculty members should alternate teaching with working in libraries and with books. There is uniform opinion that the faculty members must be "instinctive bookmen themselves, able to excite enthusiastic followers by their own devotion and enthusiasm, able to teach as well as be examples of bookmen."

Is it just those who teach book courses who are involved? Not at all. Whether the course deals with reference, cataloging, or communications, the teachers involved have opportunities of carrying further the knowledge of books that students bring with them. Some of you may recall Ralph Beals' paper on Education for Librarianship given before the Eastern College Librarians' Conference in 1946 and published in *Library Quarterly*, October, 1947. This statement seems to me penetrating in its analysis of librarianship as a profession. The characteristics of librarianship—its breadth and scope, its reliance upon collections, its institutional setting—affect the educational program for training librarians. Beals also had a prescription for the training of librarians which involves the ingredient of getting at students earlier—at the end of the second year of high school—so that their general education could be controlled to some extent. This does not necessarily mean starting library school courses earlier; it does mean charting the course of education earlier.

SUGGESTIONS FOR THE FUTURE

This report would be amiss if there were no suggestions for possible future action in regard to the question of bookmen in the library. First of all, it should be stressed that the chief officer of a library who is only a bookman is only half an officer. This point has been discussed before, and does not need repeating here. Assuming that the chief librarian is both a bookman and an administrator, he should be interested in the perfect blending of these two essentials in his supervisory officers and other professional staff, even though some of the latter may not have any real administrative responsibility.

The most striking and most comforting conclusion is that the library school personnel and the librarians have both been thinking of this problem of training in book knowledge. Deficiencies there are, and as libraries have grown in size and complexity, the day of the encyclopedic librarian is disappearing. Even bookmen recognize this limitation—many book dealers and collectors have become specialists. Library schools can do an efficient job if they will develop the sensitivity of students to books and other graphic materials which are essential for the scholarly work of researchers in the university library. The school librarian, the children's librarian, the public librarian will have to be just as aware of their materials and their uses.

The beginner must be given a chance to grow. There are several roads to becoming bookmen, according to the bookmen themselves. But "reading" is essential to all of them. While librarians have not always been generous with their staffs as to permitting reading on library time, this should not dis-

suade those who are really interested.

As I was completing my remarks on this topic, I chanced to examine a new volume which came across my desk, *Books and the Mass Market*, the Fourth Annual Windsor Lectures at the University of Illinois Library School. I was particularly intrigued with the paper by Harold K. Guinzburg, president of Viking Press and a friend of librarians. Mr. Guinzburg's paper is concerned with "Free Press, Free Enterprise, and Diversity," a topic which he covers admirably. But it is one of his closing paragraphs which is relevant to our discussion today. He writes as follows:

This [lack of interest in reading and buying books] seems to indicate that our educational system is at least in part culpable. The remedy may lie in improved methods of inculcating in students a love of books as a necessary adjunct to a satisfying life. Many teachers, well aware of the situation, are asking, "Are those whom we graduate going on with their education through reading? Are we producing cultivated adults who will find good books a *sine qua non* of the good life?" The system of required reading in schools and colleges might be changed so that young people are not forced to struggle through difficult 'classics' which bore and discourage them, but rather are given exciting contemporary writers which stimulate their interest in the book as a source of pleasure and lead them on toward more difficult reading—equally stimulating after proper preparation. Seeking satisfaction in good books must somehow be made automatic for an educated American. Only thus can the schools refute the statement recently made by George Gallup after a study, that "our educational system is admirably designed to keep our nation immature."

By LAWRENCE CLARK POWELL

The Excitement of Administration

Dr. Powell is librarian of the University of California, Los Angeles, and visiting professor of library service, Columbia University, 1954.

UP UNTIL NOW I have kept my mouth shut about administration, believing it is something one does rather than talks about

doing. About books, however, I have done more than my share of talking, so that I have come to be branded as a bookman. I resent this, for I am proud of the administrative scars I bear, each one earned, I can assure you; honorable, yes, not honorary.

There has been a good reason for all the talking I have done about books. No matter

what one says about them, books can't talk back. Administration is different, it's dangerous. Administration is people—living, breathing, talking people, one's very own people—and one cannot talk administration except in terms of people, who can and do talk back. I say "one" cannot. What I mean is, I cannot. The fact is there has been a great deal of non-human, even inhuman talk about administration, about the skeleton of administration which is the organization chart, the span of control, the flow of work and all the rest of the jargon of so-called scientific management and human engineering.

I must confess that I am uneducated in administration. The year I was in library school Sydney Mitchell was on sabbatical and no course in administration was offered. Besides, Mitchell's course, I was told, was not one in "Theory of Library Administration," but rather a river-like monologue, flowing through areas of what he himself had done as an administrator and of what he had seen others do, always pragmatic, never theoretical. Fortunately for me, I did have his course later, unofficially, and without credit, taken at breakfast, lunch and dinner, roundabout the West, in the course of a friendship that flourished until his death two years ago.

For seven years after leaving library school I was a simple bookman, uncorrupted by administrative responsibility; and then suddenly, the good old days came to an end, and I found myself an administrator, in charge of a medium sized university library poised on the crest of the post war boom, equipped with nothing but instinct, blind confidence, and natural bossiness. If President Sproul had any misgivings about my overnight transformation, he was kind enough not to reveal them to me. My secretary *then* is my secretary *now*, and for two reasons: first, she had sense enough not to tell me what to do, and second, I had sense enough to learn a few things from her by keeping eyes and ears open, and mouth shut.

In the ten years since then I have seen my library grow to major size, in books, staff and organizational complexity. We now have an administrative chart, a span of control and a flow of work—all of this *ex post facto*—and we find ourselves willy-nilly an administrative training school.

As for that little exchange of viewpoints

Professor Tauber and I had a few years ago, we were both right: the best chief librarian will be both bookman and administrator. If a man can have only one of the two qualities, I am prepared to admit that a library will perhaps suffer the least from an unbookish administrator than from an administratively ignorant bookman. The best administration comes from teamwork. I do not know of any chief librarian anywhere who incorporates *all* the administrative bookish virtues, but I do know of several, including myself, who have reinforced their own weaknesses with assistants who have the missing elements needed to form a whole.

It is not easy to keep from the schizophrenia which threatens the chief librarian. The bookstack is an alluring sanctuary from administrative trouble. And the temptation of turning into a practicing psychoanalyst, with overwrought faculty and overworked staff for patients, is easier to embrace than the comparatively austere life of a bibliographer.

Now I find myself on the way to Columbia to teach library administration. This program was planned before I received the call from Dean White, and what was originally planned to fill a fifteen minute gap in these proceedings, turned into the necessity of accumulating a long semester's reservoir of words.

Every class must have a text. I looked around for one. When I asked one of my staff, whom I knew had taken a library school course in administration, for a likely text, he told me that they had been taught that the first modern treatise on the science of administration was by a Frenchman—Henri Fayol's *General and Industrial Management*. I straightway read it, and found it typically French in its inhuman lucidity, found it logical and true, as far as it went. Reading only this, however, would give one a wrong idea of the French, as I knew them from having lived as a student in a French pension and observed there the head of all French organization—the woman, the true head of the family. Monsieur Fayol writes like a bachelor who lost his mother when he was a baby.

No, this sort of dry-as-dust text would never do. I thought of an earlier time, of my favorite century after the twentieth, the seventeenth. I knew I was running the risk of another scolding from Professor Tauber at

my playing the escapist again, but I found myself ineluctably drawn to a seventeenth century treatise on human engineering, a manual of conduct for public people written by a Spanish Jesuit. In understanding myself, my own religion of Quakerism has proved most helpful, but in understanding others, I have found that I could learn much from the Jesuits, the greatest of all administrative orders. This Jesuit treatise has been translated into a dozen languages since it first appeared in 1653, the latest of which appeared only last year in England. I first came across it twenty years ago in a bookish doctor's waiting room, and while being a bookman in Britain three years ago, I found four earlier translations into our tongue.

It is called *A Truthtelling Manual and the Art of Wordly Wisdom*, and the author is Balthasar Gracian. It is composed of maxims—some would call them platitudes—which are worldly, practical, and timeless. Some of them are also rather cynical.

The quintessence of the advice which Gracian offers his readers might be summed up as follows: Know yourself, your weakness as well as your strength; know also how to conceal shortcomings and make a discreet display of your merits. Others, however, are at the same game, so they must be known as well. Penetrate behind their masks; be something of a clairvoyant, see through them and divine their thoughts. Do not exaggerate, and remember, also, that truth itself can sometimes be used in order to deceive. Combine the subtlety of the serpent with the candor of the dove. Think with the few and speak with the many. Neither hate nor love on a permanent basis and remember that a friend turned enemy is the most dangerous of all foes.

I recommend this very human treatise to those who are practicing library administration. It is not recommended for beginners.

Here are the headings of some of Gracian's administrative maxims, with my own comments thereon:

KNOW HOW TO DISCOVER EACH MAN'S THUMBSREW

No comment.

BE A MAN WHO CAN WAIT

Many things come to him who waits, but not always the ones he has been

waiting for.

KNOW HOW TO CHANGE YOUR FRONT

Important when the potential donor to your library turns out actually to be a seller and not a giver.

KNOW HOW TO MAKE A GOOD EXIT

From the President's office when he says no, not a cent more this year. Get out even faster when he says yes.

KNOW HOW TO SAY NO

To the Business Manager when he suggests you give over half of the catalog department's space to house an irrelevant activity.

KNOW THE MEANING OF EVASION

No comment.

ALLOW YOURSELF SOME DEFECTS

Minor ones, of course.

KNOW HOW TO FURTHER ANOTHER'S PLAN TO ACCOMPLISH YOUR OWN

Regional cooperation.

WITHOUT LYING, DO NOT SPEAK THE WHOLE TRUTH

Might have something to do with annual reports and budget requests.

DISCOVER SOMEONE TO HELP YOU SHOULDER YOUR MISFORTUNES

Associate Librarian.

KNOW HOW TO LET BLAME SLIP UPON ANOTHER

Assistant Librarian.

What happened to this oracle named Balthasar Gracian? With his treatise in his hand, he must surely have ended as Governor of Granada or Captain of Castile! Not quite. The fact that he was a bookman got him into trouble. He published works critical of his superiors, and when they ordered him to cease and desist, he stubbornly kept on doing it, in fatal contrariness to his own advice to others. How very human! He was stripped of his offices and sent into exile, and even there his desk drawer was searched for evidence of disobedience.

I do not want to end on a note of cynicism or futility. I like administration. Running a library (and that means knowing also when to run from it) is my idea of heaven-on-earth. What are the qualities I am going to tell my students are needed for success as a

library administrator? Here is a brief list, each with its converse:

KNOW HOW TO SPEAK—and how to listen.
KNOW HOW TO WRITE—and how to read.
KNOW HOW TO WORK FAST—and how to do nothing.
KNOW HOW TO DELEGATE—and how to retain.
KNOW HOW TO CREDIT OTHERS—and how

to take blame.

KNOW HOW TO CHANGE YOUR LENS FROM WIDE TO NARROW—and how to be blind.
KNOW HOW TO WIN LOYALTY—and how to be loyal.

If anyone knows of such a paragon, have him write to UCLA. We have an opening at the bottom, at \$3500 per year, with nowhere to go but up.

By KATHLEEN CAMPBELL

The Librarian as Administrator

Miss Campbell is librarian, Montana State University.

BOTH Dr. Lawrence Clark Powell¹ and Dr. Maurice F. Tauber² discussed this matter of "The Librarian as Bookman or Administrator" a number of years ago. Dr. Powell took the side of the librarian as bookman, and while he pointed out that a "passion for books is the greatest single asset a librarian can have," he nevertheless agreed with Dr. Tauber that to be a bookman was not enough—the librarian must be an administrator as well. These articles by Powell and Tauber cover the subject very well in a general way, but I should like to point out the situation in the small university library.

Various dictionaries define "bookman" as "a scholar," and it is with this definition in mind that I wish to discuss the matter. In the beginning, I want to say that I can think of no more ideal combination for a librarian than that of bookman-administrator, but in the small university library, the talents of a bookman could be lost, and I am quite sure that he might find himself somewhat unhappy in his job.

In the small university, for the most part, funds are limited, and the library budget usually is inadequate to meet the current needs of the teaching faculty to say nothing of building up rare book and scholarly collections. Of course, in every library the librarian must be responsible for the selection

of books of a general nature in all fields, and he will, if he is alert, take the initiative in maintaining the strong collections in his library. The small university is an undergraduate school primarily, offering no advanced degrees beyond the Master's, and even then, in many cases, only in restricted fields. Then, too, there is the question as to whether money should be spent for scholarly or rare book collections at the sacrifice of generally needed library materials. The teaching load in the small university is apt to be heavier than in the large schools, again because of inadequate funds, thus limiting time for research and consequently publication by faculty.

A librarian even though he be a scholar cannot possibly know the highly specialized materials in all fields represented in his library. Therefore, he should make use of the knowledge of his faculty who are, or certainly should be, specialists in their fields. Furthermore, and justly so, many faculty members consider their part in the building of library collections not simply a privilege but an inherent right based on the assumption that the function of the faculty is to guide students in their reading and the responsibility of the library is to offer bibliographic aid and to make materials available for use. In fact, as gift collections come to our library, members of the faculty are invited to look over the material of a highly specialized nature and to assist the librarian in determining whether such material should be added to our library or offered to libraries in the Pacific Northwest Region having strong collections in the subject field concerned. Such cooperation, in

¹ Powell, Lawrence Clark, "The Chief Librarian: Bookman or Administrator?" *Stechert-Hafner Book News*, 3:13-14, October 15, 1948.

² Tauber, Maurice F., "Bookman and Administrator," *Stechert-Hafner Book News*, 3:73-74, March 15, 1949.

my opinion, gives the faculty an added interest in the library.

In the small university library, the librarian usually must carry full responsibility for administration since the size of the library and the budget do not warrant an administrative assistant. If an assistant librarian is designated, he has other duties, such as head of a department, and has little time for much else than minor administrative duties. This means that the librarian should be familiar with procedures in every department in the library in order to understand the problems of staff members, to interpret and to coordinate the work of the library, and to determine policies intelligently. Also, because of a limited staff, it is not unheard of for the librarian, in an emergency, to carry a departmental schedule or to supervise work within a department.

Public relations with faculty is an important part of the librarian's work. In the small university, many hours a week go into conferences with faculty regarding library policy, faculty needs, and most important, the acquisition of library materials since a limited budget requires selective acquisition.

In Montana, the librarian of the State University is, by law, chairman of the State Library Extension Commission. In this capacity, she is expected to carry her share of responsibility for library development in the state, to work with librarians, organizations, individuals, and legislators in securing financial support for the Commission, to assist communities in organizing libraries and in improving their library service, which means some travel through the state (and if you have ever been in Montana you can understand what travel means) to assist in preparing the budget, to call meetings of the Commission, to represent the Commission at various conferences, and to do the most unexpected things at the most unexpected times. The services of the Chairman are gratuitous except for travel expenses, and are considered by the university as a service to the state. Needless to say, these duties represent many "administrative" hours.

The librarian of the small university seems to be pretty well bogged down with the organization and administration of his library doing his best to make his library collections available and his services efficient. He might

have "a passion" for books, but the position of acquisitions librarian is vacant and book requests are flowing in, so he foregoes his "passion" and supervises order work along with his regular duties; or he might like to visit book shops and discuss books by the hour, but the closest book stores are more than 500 miles away, and even worse, no money has been allocated for this purpose.

Perhaps in the final analysis, the administration of the library of a small university is not so very different from that of the large university. However, the large university library because of size of staff and organization usually has one or more administrative assistants on the staff. With the librarian relieved of administrative duties, he is free to devote his time to books and to scholarly and rare book collections—or at least this would seem to be the case in Dr. Powell's library.

Now as to what can be done toward training better library administrators. Last summer, I had the pleasant and interesting experience of teaching "College and University Library Problems" in one of the library schools in the West. The class consisted of students both *with* and *without* library experience. Many of the inexperienced students were unable to grasp the essentials of library administration because they had no idea of the organization or operation of a library, and working in competition with experienced students, naturally they were frustrated. Since a knowledge of library organization is necessary for understanding the basic problems connected with a library, or even a department within a library, it seemed to me then that a student should have at least a period of good observation in a library before being admitted to a library school.

I have been somewhat surprised at the number of library school graduates, with no experience of any kind other than the usual two or three weeks of field practice, who have applied for supervisory and administrative positions in libraries. I say surprised because I am wondering if this is an indication on the part of some library school graduates that they consider themselves trained for supervisory or administrative positions upon leaving library school.

Dr. Lowell Martin, in his article entitled, "Shall Library Schools Teach Administration?"³ brings out some important points.

He agrees that there is a place in the first year curriculum for a course in library administration, but his article is concerned with the need for something beyond that first year—a further development, "in which the teaching of library administration is built around the 'administrative process'."

If library schools are to undertake the job of training executives, then there are the questions which Dr. Martin asks, "Shall all students be trained as administrators? If not, who will select the 'elite', and on what basis?" Certainly the answer to the first question can be "no" since all library school students are not potential administrators. The second question might be answered by management's method of executive officers selecting promising young men and women in their firms to be trained for executive positions. But there is a further question to be answered. Since all administrators are not potential teachers, who will decide which librarians are successful administrators as well as qualified teachers and have the ability to train library executives?

In a recent issue of the *Library Journal* Richard Dahl,⁴ law librarian of the University of Nebraska, discusses the "case system" as a means for teaching library administration in our library schools, and this method of teaching deserves some thought. Dr. Martin in his article also refers to the "case system" as a possible means for presenting library administration, but does not the "case method" presuppose a knowledge of library organization? So again we are back to the problem as to whether students should have an observation period in a library before being admitted to a library school.

A student upon leaving library school finds his interest in a certain department of a library, and if he has ability and is ambitious at all, in time he will become a specialist in the field represented. However, he may have administrative potential and a desire to develop it. This necessitates a transformation from specialist to "generalist" because in the small

university library, at least, he must understand what the various specialists in his library are talking about in order to do something about it. The problem involved is how shall the "generalist" be developed. Whether the passive methods of teaching and lectures or the active development methods of learning through practical experience, or both, are to be employed in training executives is a matter which must be decided by library administrators and library schools alike. For my own part, I should imagine that an ideal way to groom an administrator for a small university library would be a concentrated in-training program of say from six months to a year in a large well-administered university library where the candidate could work directly with the librarian and his administrative assistants. This would give the candidate an opportunity to observe many and varied administrative problems, to have a part in solving them, and to broaden his administrative background. He would then be in a position to adapt his training to his own library needs. The difficulty involved here, however, would be whether the large library executive and his administrative assistants would be willing to give the time and to assume responsibility for training administrators for the library profession. The task is not an easy one nor can it be accomplished overnight. Management has spent years and hundreds of thousands of dollars in training executives for business. After all, library administration is not too far removed from business administration. Certainly the same factors are involved: finances, budgets, organization, and personnel; building, equipment, and long-term planning. A little training in that "modern school-of-public-administration" that Dr. Powell speaks of may not be completely out of place in the book world. In fact, by the time that Dr. Powell has finished with his spring semester class at Columbia University (and I quote Dr. Powell—"of all things, a class in library administration") he probably will want to tackle this matter again in the expanded form of "The Librarian as Bookman, Administrator, or Pioneer in the Administrative Process"—he, of course, discussing the training of library administrator.

³ Martin, Lowell, "Shall Library Schools Teach Administration?" *COLLEGE AND RESEARCH LIBRARIES*, 6: 115-119, September, 1945.

⁴ Dahl, Richard C., "The 'Case System' for Library Schools," *Library Journal*, 29:17-20, January 1, 1954.

Brief of Minutes

Association of Research Libraries

January 31, 1954, Madison, Wisconsin

THE forty-second meeting of the Association of Research Libraries was held in the new library building on the campus of the University of Wisconsin, Madison, Wisconsin, Sunday, January 31, 1954.

FARMINGTON PLAN

The *Farmington Plan Handbook* prepared by Edwin E. Williams of Harvard has been distributed to ARL members and to the book dealers employed in the Farmington Plan. The Handbook is available for sale at the office of the Executive Secretary, Indiana University, Bloomington, Indiana.

South Africa is now included in the Farmington Plan, beginning with 1954. The adequacy of the coverage for France and receipts from the Bibliothèque Nationale are being thoroughly studied and a report may be expected soon. Mr. White, the Commonwealth Librarian of Australia has reported improvement in the supply of items from Australia. No library has yet offered to be responsible for the publications from Finland, New Zealand and China remain uncovered. Complaints continue to come to the Committee on the quality of textbooks being supplied through the operation of the Farmington Plan.

Mr. Downs, chairman of the Farmington Plan Committee, announced that the office of the Farmington Plan is remaining at Harvard, and acknowledged his gratitude to Mr. Metcalf and Mr. Williams for constant help and advice.

CATALOGING POLICY

Mr. Shaw presented a report of the Committee on Cataloging Policy which had been authorized to study the relationship between the structure of a research library and its card catalog. (See previous minutes.) He emphasized the feeling of the committee that more research and data were needed before approaching major policy decisions. The report of the committee was accepted, including the recommendation that the entire matter

be referred to the ALA Division of Cataloging and Classification.

POSTAL RATES ON THESES

Mr. Shaw, having been asked by the Executive Secretary to investigate postal rates on theses, reported that postal classification on typewritten matter has been established by legislation rather than by Post Office regulations and could not be changed by action of the Post Office Department. The pertinent citations from the *United States Code* (1946 edition), Title 39, Chapter 6, are:

"221a. Typewriting classed as handwriting. Typewriting shall continue to be classed as handwriting as provided by Postal Laws and Regulations. (June 9, 1930, Ch. 415, 46 Stat. 526.)"

"222. First class matter.

Mailable matter of the first class shall embrace letters, postal cards, and all matters wholly or partly in writing. . . ."

Mr. Stanford urged that ARL take the necessary steps to amend present legislation so that dissertations might qualify for the book rate.

COMMITTEE ON NATIONAL NEEDS

Miss Morsch reported that the Committee had discussed the problem of protecting library resources in the event of a national emergency and had concluded that the protection of rarities was a matter for individual action, and that "cultural" resources were sufficiently dispersed but that the problem of "core" or war-connected materials needs further definition before national plans can be prepared. A useful paper on the preservation of paper pulp books by Alvin W. Kremer will be submitted to C&RL.¹ Other matters on the agenda having been completed, the Committee was discharged.

SERIALS COMMITTEE

In the absence of Mr. Charles Brown, the Executive Secretary presented the report of

¹ Published in April, 1954, issue.

the Serials Committee which dealt mainly with the anxiety of the British about rising costs. Mr. Brown also referred to a current study on book trade, book costs, book exportation, and other matters relating to the book trade in Germany. The study is being undertaken by the Borsenverein Deutscher Verleger- und Buchhändler-Verbande, Frankfurt a.M.

COOPERATIVE ACCESS TO NEWSPAPERS

Mr. Fussler reported that, in preliminary explorations of the committee, there was agreement that the selection of specific newspaper titles for filming was not within the jurisdiction of the committee. The committee, however, is interested in preparing criteria for the selection of materials to be filmed. The bases for financing filming projects is also under discussion.

TRANSLITERATION

A motion at the Los Angeles meeting had authorized the creation of a joint committee to consider and propose transliteration schemes for all languages in the non-Roman alphabets except those for which acceptable transliteration schemes are in existence. This motion was discussed at length and amended by adding a provision that the committee consider the necessity of romanizing entries for Chinese, Japanese and Korean. Mr. Ernest Hettich of New York University and Miss Lucile Morsch of the Library of Congress, were appointed to the new committee, of which Mr. Hettich will be chairman.

USE AND DISTRIBUTION OF ARL MINUTES

The Advisory Committee reported on the possibility of enlarging the distribution of ARL minutes. In recent years a sentiment favoring wider distribution of the minutes has been gaining supporters. This sentiment requires a reconsideration of the policy of ARL founders to restrict the use and distribution of the complete minutes. The problems involved in reporting, sales, non-existent back stock, etc., were touched upon. The probable appearance in late 1954 of an index to the full minutes added urgency to the discussion which was resolved by asking the Executive Secretary to bring to the next meeting his recommendations on a method of distribution.

PUBLICATION OF DISSERTATIONS

Mr. Ellsworth reported that many expressions of interest had followed the distribution of the promotional brochure in November. A decision by Mr. Powers to bring out *Dissertation Abstracts* as a monthly publication was announced. The publication of the annual abstracts as a separate is under consideration. The possibility of including foreign dissertations is under study. The problem of preparing an index to *Dissertation Abstracts* will soon engage the attention of the committee. Mr. Ellsworth urged that member libraries do everything possible to secure the inclusion on the title page of the name of the person supervising the dissertation. No single device promises to raise the quality of dissertations so much.

INDEX TO DOCTORAL DISSERTATIONS

Miss Viola I. Mauseth has been employed to prepare copy of the Index for *Doctoral Dissertations* Nos. 1-10, covering the period 1933/1934-1942/1943. Final copy is expected by the end of 1954.

CONFERENCE ON LIBRARY COSTS

Mr. Metcalf reported that the American Association of Universities is interested in undertaking a study on library costs but that it is not presently inclined to join in a conference with ARL on the matter. The AAU will discuss the necessity and mechanics of an organized study at its April meeting. Meanwhile, it was agreed that ARL should proceed to call a conference on library costs to which university administrators and scholars will be invited.

MEMBERSHIP IN ARL

On behalf of the Advisory Committee, it was announced by the Executive Secretary that applications for membership will not be considered until the next reconstitution of the membership of ARL in 1957.

NEW MEMBER OF ADVISORY COMMITTEE

As replacement for Lawrence C. Powell of the Advisory Committee, Eugene Wilson of Colorado was nominated and elected.

NEXT MEETING

The next meeting of ARL is scheduled for Sunday, June 20, 1954, on the campus of the University of Minnesota.—Robert A. Miller, Executive Secretary.

Notes from the ACRL Office

ABOUT READING . . .

During the past few years we have all had occasion to read articles deploring the lack of reading by librarians. Some of these articles have made enjoyable and profitable reading, but all are based on a fundamental assumption that many librarians do not read. There are undoubtedly a few librarians who read relatively little just as there are some who undoubtedly do what they shouldn't, or don't do what they should, inside and outside the profession.

I for one have talked to many hundreds of librarians these past few years. Among them all there may have been one or two who abuse their wives (or husbands), or never cut their lawns, or even use an official stamp on an unofficial letter. There are one or two bad apples in every barrel. Possibly a half dozen of these people don't have serious reading interests.

But what kind of evidence, except old wives' tales and an occasional brash assertion, is there that librarians don't read? I never saw any. I would like to meet a few of these non-reading librarians.

True, many are not bookmen in the sense of bibliophiles, and not all are widely read in belles-lettres, or modern literature, or ancient literature, or are up-to-date in physical science. Some of us fish a little, others go to ball games, some avoid the concerts, others play poker, some sit on school boards, some go to all the plays, and some spend a lot of time as deacons and Sunday School teachers. Is not this as it should be?

Is it perhaps a case that other librarians do not have the same book interests that we do, or perhaps do not get quite as much out of their reading as we do, or do not express themselves so coherently about their reading as we do, and are therefore considered illiterate, disgraceful to the profession, and not worthy of the name of librarian?

The harshest things I read about librarians are written by librarians. There are certainly more constructive matters to engage our attention.

Take reading. All of us have read in recent years very serious statements about the

low state of book interest in this country. Here is one, selected almost at random (evidence that your secretary does read books, and I'm sorry that this happens to be a very thin one):¹

"The most startling fact, however, which emerges from the general survey of contemporary conditions is the relation between formal education and American reading habits. It would be logical to believe that an increase in formal education would produce a proportionate increase in the reading of good books. But we have seen that the phenomenally pyramiding number of educated citizens has not produced a corresponding increase in sales of many kinds of books.

"This seems to indicate that our educational system is at least in part culpable. The remedy may lie in improved methods of inculcating in students a love of books as a necessary adjunct to a satisfying life. Many teachers, well aware of the situation, are asking, 'Are those whom we graduate going on with their education through reading? Are we producing cultivated adults who will find good books a *sine qua non* of the good life?' The system of required reading in schools and colleges might be changed so that young people are not forced to struggle through difficult 'classics' which bore and discourage them, but rather are given exciting contemporary writers which stimulate their interest in the book as a source of pleasure, and lead them on toward more difficult reading—equally stimulating after proper preparation. Seeking satisfaction in good books must somehow be made automatic for an educated American. Only thus can the schools refute the statement recently made by George Gallup after a study, that 'our educational system is admirably designed to keep our nation immature.'"

Shortly after reading this, I came across a working paper prepared for a small conference of leaders in the U.S. publishing industry this spring, from which these quotations are taken:

"Despite the fact that we have the highest level of formal education in the world,

¹ Guinzburg, Harold K., "Free Press, Free Enterprise, and Diversity". In Guinzburg, Harold K., Frase, Robert W., and Waller, Theodore. *Books and the Mass Market*. Urbana, University of Illinois Press, 1953, p. 18-19.

fewer people proportionately buy and read books in this nation than in any other modern democracy. The typical Englishman, with far less formal education, reads nearly three times as many books as our typical citizen. In fact, an Englishman who leaves school at the age of fourteen reads about as many books as our college graduate. No more than 25% of our adult population read books with any regularity. . . .

"We believe that expanding the book reading audience (now the smallest, per capita, in the literate world) is clearly within the public interest. . . .

"The concentration of the audience is higher for book reading than for the other media. About 10% of the adult population does 70% of the book reading. Within the book reading group itself 20% of the readers do 70% of the reading. Thus, a relatively small group of people accounts for a large share of the reading, and a large majority read very few books or none at all. . . .

"Surveys in 1949 and 1950 found only 21% of Americans who said they were reading any book or books at the time they were questioned. In British 51% had said 'yes' to the same question in 1949 and 55% in 1950. Yet the typical Englishman has far less formal education than the American. . . .

"However, the schools are unable to make reading attractive to a majority of their students or to motivate most of them to continue reading after the years of formal education. In a recent survey of college graduates conducted by the American Institute of Public Opinion, five out of six had done no reading of a serious nature in the few months prior to the interview. Only 55% of the entire group could name any recently published book which they would like to read. . . ."

Here is a genuine reading problem for the library profession. Certainly one of the greatest needs in higher education today is to develop intellectual curiosity and build permanent habits of good reading. This is a problem larger than librarianship, but still a problem which librarianship can lead toward solution.

It is a curious thing that reading habits have not improved appreciably with the increases in college education. At the turn of the century only 4% of our young people had the benefit of college; the percentage is now above 20% and rising. There is every indication that our college population will nearly double or better (some would say *worse*) by

1970. This doubling will not involve any great increase in serious reading unless higher education, and particularly higher education's librarians, do a better job than has been done in the past.

Fortunately, librarians can count on the enlightened cooperation of many professions and trades in attacking this great problem, provided they present good plans. The publishers seek a solution, as do the booksellers, all wide awake educators and even most civic groups.

For one thing we could do much more to encourage the ownership of good books. The paperback and the second-hand trade offer considerable opportunity for book ownership at very small cost. The librarian must do everything possible to make these inexpensive books available and to promote purchase of them. If necessary, the dignity of marble halls must be sacrificed to this great goal of building an interest in good reading and ownership of good books. There are scores of ways to attack the problem—exhibits, library duplicates sales planned for this purpose and *not* for revenue, student library contests, book talks, book stores in the library or assisted by the library and many methods of library collaboration with the classroom teaching program.

In recent years librarians have done much to make the college library a more attractive place and thereby to make reading and study more attractive. The hush signs are gone and the ash trays are in sight. The color is cheerful and the stacks are open. Supervision is not quite so formal and obvious and annoying. Less time is spent in watching students and more time in helping them. These and related trends will all have a good influence on the reading trends of the country a generation hence.

We look back to the old days when a student Thomas Wolfe was helped and encouraged and guided by a Florence Milner (a librarian, naturally) and think these things cannot happen today with our swollen enrolments and generally impersonal mass education method. I for one hope that the divisional library means more personal contact and intelligent guidance of the student by the librarian. We need to know more students and to have a personal relationship with at least some small number of them. Important

as research must be to any librarian, it cannot compare in importance to the country's need for an enlightened citizenry. Research has brought us our bomb, but not the means of controlling it.

Mr. Guinzburg said that "seeking satisfaction in good books must somehow be made automatic for an educated American." There is a job to be done, and wherever the solution is found, certainly the library will be at the center of it.

CUSTOMS SIMPLIFICATION

The 83rd Congress passed the Customs Simplification Act (P.L.243) which, among other provisions, permits informal entry into this country of books for library purposes without value limitation (previously limited to \$100.00 valuation). Letters from Robert Vosper (chairman, ARL Customs Committee) and Julia Bennett of our ALA Washington Office indicate that customs offices have applied various interpretations to the provisions of the Act.

Librarians should remember that this is an exceedingly detailed piece of legislation which involves innumerable regulations and should understand the problems of local customs offices which may have difficulty in applying the library provisions. In case of trouble, a personal visit to the local Collector is recommended.

If it has not already done so, the library should file evidence to show it is entitled to the provisions of the Act. Section 9.9(b) of the Customs Regulations reads:

"(b) When an institution files evidence to show that it is entitled to import books, music, and other merchandise free of duty under paragraph 1631, Tariff Act of 1930, the name of such institution shall be placed on a free list, to be kept by the Collector for that purpose, if the institution agrees in writing to notify the Collector in the event goods not for the sole use of the institution arrive addressed to the institution. A mail importation of such merchandise regardless of value addressed directly to such an institution shall be passed free of duty without requiring compliance with paragraph (a) of this section and without issuing a mail entry."

Some local Collectors say the Act covers only material that is received by mail. If so, they are in error. A letter from W. E. Hig-

man (Chief Bureau of Customs, Division of Classification, Entry and Value) to Miss Bennett of March 26, 1954 states: "articles imported under paragraph 1631 and section 498(a)(11) of the tariff act, as amended, and section 8.51(a) of the Customs Regulations thereunder, may be entered informally whether the shipment of such articles is by mail or otherwise, such as by freight or express."

Another letter (dated February 25, 1954) from Mr. Higman to Miss Bennett states: "Books or other articles imported in the mails by a society, institution, school or library and classifiable under paragraph 1631, Tariff Act of 1930, may be cleared through an informal mail entry, *regardless of value*." In other words, don't let any Collector impose a ceiling of \$250.00. There is no ceiling.

Miss Julia Bennett of the ALA Washington Office will be glad to help any librarian who gets seriously enmeshed in the complexities of the Simplification Act.

UNESCO PUBLICATIONS

Recently ALA Headquarters had the pleasure of a visit from Mr. Thorp of the Unesco staff. He was concerned over the relatively meagre distribution of Unesco publications in the United States, as compared with other countries.

A very large share of Unesco effort goes into publications because so many of its projects depend on print. Publications report the findings of the many international conferences, seminars and surveys conducted by or under the auspices of Unesco. Publications play a major part in the clearing house functions of the Organization. The specialized and scientific publications are of course directed toward small groups of specialists, but Unesco also has a number for the general reader. A good example is the monthly *Courier* (\$.25 a copy; special privilege rate of \$1.50 a year to libraries and educators). The new format is 12" high and liberally illustrated. The issue in hand happens to be largely devoted to language problems. It would appear to be attractive and worth-while reading for college students, yet its U.S. circulation is less than 2000 copies.

Another useful publication is the annual *Study Abroad*. The current volume gives details on over 45,000 opportunities abroad.

Those who believe in the work of the United Nations and Unesco will wish to have some of these general publications well displayed and even promoted for student groups. Any prejudices against Unesco work will be dispelled by these useful publications.

For further information about material available and standing orders, write to Mr. Henry Evans, Columbia University Press, New York City.

HORSE THIEVES, POLYGAMY AND PIGS

The Library Bulletin, Canisius College Library, sometimes indulges in surprising topics. A recent issue (March 31, 1954) carries "Unusual Serial Titles." Personal favorites on this list from Father Bouwhuis are: *Anti-Horse Thief Association* (included as evidence of moral rectitude); *Anti-Polygamy Standard* (Mrs. Hamlin, please note); *Colère d'un Vieux Républicain contre tout le Monde* (to help my application for a federal job); the *Large Black Pig Society*; *London Handbook and Journal*; the *Long, White Lop-Eared Pig Society Handbook*; and finally, the *National Union of Rollers, Roughers, Catchers, and Hookers of the United States, Proceedings*. (Wouldn't this be a swell conference to attend?)

DOCUMENTS INDEX

The Superintendent of Documents still has several hundred copies of the Decennial Cumulative Index to the Monthly Catalog, 1941-50. This index certainly seems essential to any college library that makes use of documents. Sales records indicate that many college and reference libraries do not have copies. The price is \$25.00, and this sum is only a fraction of the cost of publication; the Index includes over 200,000 entries. The government published this tool as a service to scholarship; their future services will undoubtedly be evaluated according to the sales-support scholarship gives to such ventures.

THE LIBRARY OF CONGRESS

It is no news to report that again this year the Library of Congress budget request has been drastically cut by the House (now 5% below the slim current budget). Even the self-sustaining Catalog Card Distribution Service was cut!

Real news is the Appropriations Committee statement that "the Library is the instrument and the creature of Congress. Its duties historically have been to meet the needs of the members of Congress first and to limit its services to others to that which can be furnished with the funds and staff available. . . . The reductions are due to the Committee's feeling that the library has gone far beyond the functions for which it was originally created."

"The committee's feeling" may soon petrify into law. Obviously the committee feels that the Library of Congress should be a library for congressmen, a collection of perhaps several hundred thousand volumes of current reference materials organized by a small staff in a modest building.

This feeling contradicts fairly consistent congressional action which dates back to the January 1815 purchase of Jefferson's library, and which recognizes the library as a national library with national service responsibilities. The Peter Force papers were not purchased because congressmen felt a need for them in debates, nor the vellum Gutenberg Bible to facilitate their devotions. The two great library buildings were not built of marble and adorned with murals out of congressional feeling for their servants, the librarians.

Congress and the American people have for many generations felt that the Library of Congress was a national institution as well as a servant to the Congress. The library staff have likewise felt their responsibilities to scholars and scholarly institutions up and down the land. This great library cannot stand a further cut of 94 staff members and related curtailments without giving up many important services now rendered to every active college library in this country. Those whose feelings differ with the feelings of Congressman Walt Horan (Rep., Washington) and his subcommittee should so express themselves to their congressman.

Librarians who examine the printed *Hearings* of the Appropriations Committee (Legislative-Judiciary Subcommittee) will be distressed at the rough usage accorded by our duly elected representatives in Congress to LC officials whom we know to be devoted public servants and talented colleagues.—*Arthur T. Hamlin, Executive Secretary.*

News from the Field

Acquisitions, Gifts, Collections

Nine volumes of the diary of George von Lengerke Meyer and a small group of photographs and memorabilia have been presented to the Library of Congress by his daughters, Mrs. Philip O. Coffin and Mme. Julia Meyer Brambilla. The diary covers Mr. Meyer's years as Ambassador to Italy, 1901 to 1905, and to Russia, 1905 to 1907, as well as his later service as Postmaster General in Theodore Roosevelt's Cabinet and his first few months as Secretary of the Navy in the Taft administration. The entries—all in his own handwriting—are for the most part rather full. They report conversations with the King of Italy, the Emperor of Germany, and the Czar of Russia, and they comment on current international affairs and on exchanges at Cabinet meetings. Mr. Meyer's diary also describes trips in his automobile (in 1901 a new and shiny toy, which "overcomes distances in a wonderful way"), bridge games, quail shooting, picnics, and walks with T.R. There are many references to correspondence with such public figures as Roosevelt and Henry Cabot Lodge and comments on others of his contemporaries. The diaries are now available for research use in the Manuscripts Division.

Richard J. Neutra, internationally-famous Los Angeles architect, has deeded his entire literary and graphic estate, and suitable funds to utilize this material, to the University of California at Los Angeles. Neutra's literary estate consists of thousands of architectural studies, research projects, presentation drawings, working drawings, travel sketches, manuscripts and photographs of executed works and experimental models. Because these materials are needed for reference in Neutra's creative work, he will retain possession of them during his lifetime, but access to them will be made available to students and researchers. Upon his death, the mentioned estate will be housed on the UCLA campus.

In making the gift, Neutra said: "It is my hope that these materials will support study of design as well as the evolution of planning and architecture. Despite the invi-

tations of important eastern universities, and because of my long residence in California and attachment to our city, I feel it appropriate that this potentially useful part of my estate should go to UCLA." The gift of liquid funds will apply to editing of manuscripts and for illustration of research and structures. Neutra plans to make additional endowments in the future.

The American musical show, which in recent years has been gaining stature both here and abroad as an important new form of art, has become a collector's item; the literature of musical comedy is now being collected at the Yale Library. The new collection, known as The Yale Collection of the Literature of the American Musical Theatre, is primarily the product of a man who many years ago recognized the value of the musical comedy as a commentary on American culture—Robert L. Barlow, of the Yale class of 1933, Managing Editor of the *Yale Alumni Magazine*. His collection, which he is donating to the Yale University Library, now consists of about 5,000 items, including sheet music, programs, complete scores and recordings by original casts or artists. The earliest item now in the collection is the original published vocal score of "Floradora," a musical comedy produced on Broadway in 1900, which featured the song, "Tell Me Pretty Maiden."

The University of Kansas has very recently acquired a complete collection of the works of D. H. Lawrence including the scarce limited editions and many pamphlets. Formerly the property of a well-known New York collector, the Lawrence material includes all the necessary textual variants. Included is a smaller group of translations, critical and biographical books and articles. The present collection is parallel to the Spoorri Joyce collection at Kansas described in *COLLEGE AND RESEARCH LIBRARIES*, April, 1954. Every book in the collection is in almost mint condition and most still retain their jackets. The collection will be preserved intact in the Rare Book section of the Special Collections department; both the Joyce and Lawrence collections will be made as complete as possible and then kept up-to-date so that they will

provide first-rate sources for the study of two of the most important authors of the century.

At the University of Kansas Library, several rare publications relating to the history of the Mormons were recently discovered in a small group of uncataloged pamphlets. These were part of a thirty-seven year old gift to the University, the Thayer Collection of Art, which brought with it in 1917 a library, including important art reference and plate books.

In the course of reprocessing some of these materials, which had been for so many years in use in the University of Kansas Spooner-Thayer Art Museum, a small cache of non-descript pamphlets was uncovered and brought to the attention of Special Collections Bibliographer Joseph Rubinstein. With the intuitive feelings of a bookman, he dug through the pile. Third one down he found: Davis, Geo. T. M., *An Authentic Account of the Massacre of Joseph Smith, the Mormon Prophet* . . . St. Louis, 1844 (Sabin 18824 NYP). Although not the rarest of pamphlets, this account has been neglected by many historians, who concentrate on the William M. Daniels pamphlet of 1845. The Davis piece does not appear in the auction records of the 1947 Auerbach sale. Two further down the pile appeared: Conyers, Josiah B., M.D., *A Brief History of the Leading Causes of the Hancock Mob*, St. Louis, 1846 (Sabin 16227, Boston Public); not in the Berrian Collection at the New York Public Library and not in the Auerbach sale. And still this fragile packet revealed additional rarities: Carleton, James Henry, *Report on the Subject of the Massacre at the Mountain Meadows in Utah Territory in September, 1857*, followed by the Mitchell report; not in Sabin; Arkansas Imprints 396 locates Graff, Hargnett and Streeter copies; Wagner-Camp (1953) 354 could locate only the Graff, Streeter and Coe (identical with Hargnett?). Other rarities noted will be reported later; but toward the bottom of the packet a small sixteen-page pamphlet was found which caused a certain excitement: *Constitution of the State of Deseret with the Journal of the Convention Which Formed It and the Proceedings of the Legislature Consequent Thereon*, Kaneshville, 1849 (Sabin 98219); other copies: Library of Congress, Harvard

Law, Coe (Yale), Streeter, Pennsylvania Historical Society, Graff. The last copy sold at auction brought \$1030 in 1922.

All of the present pamphlets came to the Thayer collection from the library of General Mason Brayman (1813-1895) who was Governor Ford's agent in the latter's efforts to compose the violent conflict between the Mormons and the hostile neighborhood at Nauvoo in 1844. Although Brayman later became a general in the Union armies and Governor of Idaho Territory he retained interest in Mormon affairs and collected small amounts of relevant material throughout his life. There were other Brayman-Thayer discoveries, including several books belonging to Emma Hale Smith Bidamon, wife of Joseph Smith, Jr. This review of the University of Kansas Mormon material has added interest by virtue of the fact that the unusual Mormon collection of T. J. Fitzpatrick was acquired last spring by the Kansas City, Missouri, Public Library.

The Baker Library at Dartmouth College has received a collection of 98 hitherto unpublished letters by Henry James. Part of a correspondence extending from 1892 to 1911 between James and Mr. and Mrs. Daniel Sargent Curtis of Boston, the letters are written from England, France and Italy and paint a picture of the life of the literary man in pre-World War I Europe. The letters, which give an occasional glimpse of James' "sensibility," come to Dartmouth from Mrs. Sylvia Curtis Owen, a granddaughter, of Lyme, N.H., in whose family they had remained stored with other family correspondence. Written from London, Sussex, Paris, Rome, Venice, Bologna and other continental centers of learning and culture, the letters are an important addition to source material on a world-famous author and critic in an era when literary production and criticism were in full flower.

The University of Illinois Library has acquired by purchase a notable collection of materials relating to H. G. Wells. The papers begin with the diary of Sarah Wells (H. G.'s mother) in 1845, and pertain to his birth, boyhood, school successes, early commercial failure, and his experience as a teacher and endeavors as a writer. Included in the collection are his letters written as a boy and later, letters to and from his friends

and relatives, which give a picture of the boy and man in his warm personal relations, and letters to and from his colleagues, writers like Gissing, Conrad, Shaw, Bennett, Galsworthy, Chesterton, Baring, Barrie, Hardy, Healey, Ezra Pound, Joyce, Kipling, and politicians like Churchill, Sydney and Beatrice Webb and Lord Beaverbrook. These letters have not only literary significance but also political and social significance. They give much of the inside story of the Fabian Society, in which Wells was active.

Also present are Wells' holograph manuscripts, typescripts, notes, proofs, etc., representing some forty books and hundreds of stories and articles, and over one thousand copies of his books, including first editions, revised editions, and translations in many languages. Supplementing the correspondence, manuscripts, and variant editions are diaries, association books, photographs, and other materials pertaining to Wells.

Buildings

A gift of one-half million dollars toward the construction of a new library at Carleton College has been announced. The donor has asked to remain anonymous.

This \$500,000.00 donation brings the total of pledges and cash gifts toward the construction of the sorely-needed building to \$1,243,941.71. A \$1,500,000.00 structure is planned to replace the present inadequate library facilities at Carleton.

In addition to these subscriptions toward the actual construction, Carleton has an offer of approximately one million dollars in securities for the endowment of the maintenance and operation of the library. This anonymous gift is conditional in that the entire \$1,500,000.00 for the building must be subscribed by September, 1954, in order for the college to receive the endowment million. This combined library building and endowment project, which totals two and one-half million dollars, is the largest in Carleton's history.

Plans for the library are the result of several years' intensive study of problems involved and consultations with architects by a committee of faculty members. To avoid mistakes of the past, Carleton's new library provides for the adequate housing of books estimated as being needed for a student body

of 1,000 for the next fifty to seventy years. The functional building is so constructed that additions may be made after that time.

The present library at Carleton, built in 1896 to serve 272 students, houses only forty per cent of the Carleton 160,000 volume collection. Approximately 90,000 volumes are scattered about the campus in basement, storerooms, corridors and offices in ten different buildings. Plans for the new building are based on the assumption that Carleton will continue to be a small liberal arts college of not more than 1,000 students, with emphasis on individual instruction.

Recent dedications of new university library buildings were those at the University of Wisconsin, Madison, on February 1, and of Wayne University, Detroit, on April 8.

At the University of Kansas a Science Library comprising materials in chemistry, physics and pharmacy is expected to occupy quarters in the new Science Building this summer. Stack space on two levels will accommodate over 80,000 volumes. There will be a large general reading room; and for the faculty and graduate students, 35 stack cubicles and a second separate reading room adjacent to the bookstack and office area. As the academic departments concerned move to the new building, three individual departmental libraries will be consolidated; materials and services will be thus brought together under the care of a science librarian who will also supervise the operation of other scientific and technical libraries on campus.

Miscellaneous

Reflecting the strength and research value of the Library of the History of Medicine at the University of Kansas Medical Center is the annual Clendening Lecture-ship on the History and Philosophy of Medicine. This year the fifth course of two lectures was delivered on March 24-25 by Dr. Douglas Guthrie, lecturer in the history of medicine at the University of Edinburgh. Dr. Guthrie's first lecture, delivered in Lawrence, was on the subject of "Witchcraft and Witch Doctors"; his second lecture, at the Medical Center in Kansas City, Kansas, was concerned with "Lister and his Achievement."

Lending policy at the University of Kansas Libraries has been revised and reformulated in a *Lending Code* and a new system of

identification cards. Librarians who wish to compare notes with KU may obtain copies upon request from the Director of Libraries.

The establishment of a Commonwealth Librarianship at Lehigh University to provide a means for in-service professional experience and for the interchange of ideas has been announced. Miss Margaret K. Kennelly, assistant librarian of the United States Information Service Library in Melbourne, Australia, is the first librarian to join the Lehigh library staff under its newly instituted plan of employing one qualified librarian on the staff from the British Commonwealth.

At the second biennial convention of Alpha Beta Alpha, national undergraduate library science fraternity, held March 19-20 at Murray State College, Murray, Kentucky, speakers included David H. Clift, executive secretary of ALA, Arthur T. Hamlin, executive secretary of ACRL, E. J. Humeston, director of the University of Kentucky School of Library Science, and Harold Lancour, associate director of the University of Illinois Library School. The theme of the convention was "Horizons Unlimited." Eugene P. Watson, librarian, Northwestern State College, Natchitoches, La., is executive secretary of Alpha Beta Alpha.

Publications

Doubleday & Company is issuing a new series of pocket size books of Catholic interest. The series, Image Books, will constitute a quality library of Catholic writings, the majority of which will consist of reprints. Eugene P. Willging, Director of the Library, Catholic University of America, is on the editorial board.

"Science Courses in Higher Education: A Selected List of References 1947-53," a classified and annotated bibliography prepared by Walter Allen, Dayton Public Library and Miss M. H. Perkins, Northwestern University Library, appears in the February issue of *Science Education*, pp. 40-58. The bibliography "includes books and articles dealing with the philosophy, organization, and content of science curricula in the fields of General Science, Astronomy, Biological Science, Chemistry, Geology, Mathematics, Physics, and Statistics."

Mary L. Lyda and Stanley B. Brown have prepared *Research Studies in Education: A*

Subject Index of Doctoral Dissertations, Reports, and Field Studies (a loose leaf file with annual supplements). Boulder, Colo., Published by the compilers with a grant from campus chapters of Phi Delta Kappa, 1953. Miss Lyda is librarian, Education Library, University of Colorado Libraries.

Geography in the Twentieth Century: A Study of Growth, Fields, Techniques, Aims, and Trends, edited by Griffith Taylor, has been issued in a 2d, rev. and enl. ed. (New York: Philosophical Library, 1953, 661 p., \$8.75).

Catholic Subject Headings, edited by Oliver L. Kapsner, is available in a 3d edition. (Collegeville, Minn.: St. John's Abbey Press, 1953, 615 p., \$8.50). This list, designed to be used with either the LC or the Sears list of subject headings, is published under the auspices of the Catholic Library Association. An appendix on "Names of Saints" has been added.

The Dial Press has published *The Negro in American Life and Thought: The Nadir, 1877-1901*, by Rayford W. Logan (New York, 1954, 380 p., \$5.00). This well documented and indexed volume should be a useful source of reference.

Two recent publications of the Philosophical Library are *Cults and Creeds of Graeco-Roman Egypt*, by H. Idris Bell (1953, 117 p., \$4.75), and a *History of the Theories of Aether and Electricity: The Modern Theories, 1900-1926*, by Sir Edmund Whittaker (1954, 319 p., \$8.75).

The Institute of Labor and Industrial Relations, University of Illinois, has issued three numbers of its *Bibliographic Contributions*: No. 1, *Structure and Government of American Labor Unions: An Abstract of Selected Literature*, compiled by Ralph H. Bergmann; No. 2, *History of Labor and Unionism in the United States: A Selected Bibliography*, compiled by Ralph E. McCoy, with the assistance of Donald Gsell; No. 3, *Industrial Sociology: An Annotated Bibliography*, compiled by Virginia Prestridge and Donald Wray. Ralph E. McCoy, Institute librarian and series editor, indicates that contributions are primarily from the staff and faculty members.

The End of the Ancient World and the Beginnings of the Middle Ages, by Ferdinand Lot, has been published by Barnes and Noble (1953, 454 p., \$7.50). This is a

volume in the *History of Civilization* series, edited by C. K. Ogden. The main thesis of the volume is that the new world owed its life to the three forces of Islamism, the Papacy, and Feudalism.

Ruth Savord, librarian, and Donald Wasson, assistant librarian, of the Council on Foreign Relations, Inc., New York City, have compiled *World Affairs—a Foreign Service Reading List, January 1954*. Copies are available for 15¢ each.

The American Association of University Professors *Bulletin* for Autumn, 1953, contains two articles of interest: "How to Motivate Student Use of the Library," by Edward Murray Clark, and "Faculty Rank for Library Staff Members in Medium-Sized Universities and Colleges," by Robert H. Muller.

The first number (Bind 1, hefte 1) of *Accessionskatalog* (København, 1953, published by Rigsbibliotekaren: publisher's address: Det kongelige Bibliotek, Copenhagen), has been received. With the present issue, the catalog which has been published regularly since 1902, and includes the accessions of about 150 Danish scholarly and technical libraries, appears in a new form. It will be published from now on in classified, non-cumulative lists four times a year, succeeded at the end of a year by an annual volume containing the same titles arranged alphabetically. The quarterly issues classify the titles according to the Danish decimal classification with slight modifications. The subscription for the systematic quarterly issues is 8 Danish crowns, and for the alphabetical annual volume 24 Danish crowns.

Studies in Romance Philology and French Literature, presented to John Orr by pupils, colleagues and friends, has been issued by the Manchester University Press (1953, 315 p., \$10.00). The exclusive American distribution is by Barnes and Noble, Inc., 105 Fifth Ave., New York 3.

Barnes and Noble has published *Economic History of the United States*, by Francis G. Walett, in College Outline Series (1954, 265 p., \$1.50).

The composite report of the studies made by members of the Subcommittee on Education for Special Librarianship, appearing in the January issue of the *Library Quarterly*, outlines a new approach to professional training in special subject fields. Reprints of the article are available upon application to Miss Eleanor S. Cavanaugh, Librarian, Standard and Poor's Corporation, 345 Hudson St., New York 14, N.Y. The Subcommittee is sponsored by the Joint Committee on Library Education of the Council of National Library Associations. Its chairman, Mr. Edward N. Waters, Music Division, Library of Congress, welcome comments and suggestions on the studies. Since the studies do not cover all subject areas, the Subcommittee does not regard this report as final and therefore will continue its work.

Volume 6 of *Studies in Bibliography: Papers of the Bibliographical Society of the University of Virginia*, edited by Fredson Bowers (Charlottesville: 1953, 288 p., \$6.00) is an impressive addition to the previous volumes. Among the papers included are "English Publishing and the Mass Audience in 1852," by Richard D. Altick; "The 'Private Issues' of *The Deserted Village*," by William B. Todd; "The Folio Text of *I Henry IV*," by Alice Walker; "The Proof-reading of the First Folio Text of *Romeo and Juliet*," by Charlton Hinman; "Shakespeare's Text and the Bibliographical Method," by Fredson Bowers; "The First Edition of *The Abbey of the Holy Ghost*," by Curt F. Bühler; "A Cavalier Library—1643," by John L. Lievsay and Richard B. Davis; "The British Museum's Copy of a Rare Book from Brescia: A Problem in Dating," by D. E. Rhodes; and other papers by Arthur F. Stocker, Edwin H. Miller, John R. Brown, Cyprian Bladen, Allan Stevenson, Leonard Clark, F. DeWolfe Miller, John Alden, Marian H. Hamilton, William B. Todd, Richard B. Hudson, and Fredson Bowers. Rudolf Hirsch and Howell J. Heaney contribute "A Selective Check-List of Bibliographical Scholarship for 1952."

Personnel

COLTON STORM, assistant director of the William L. Clements Library of the University of Michigan, has been elected director of the Western Reserve Historical Society. He took up his duties on June 1, 1954.

Born in Kansas City, Storm was reared in Oak Park, Illinois. In 1930 he graduated from Oberlin College, and a year later he started his long career in the antiquarian book field. After working for various book stores in Chicago, he became associated with the American Art Association-Anderson Galleries, Inc., in New York in 1934. Two years later Storm founded the firm of Retz & Storm, Inc., dealers in original manuscripts and rare books. Among other collections handled by this firm was an important segment of the rare books and manuscripts belonging to William Randolph Hearst. In 1942 the late Randolph G. Adams invited Storm to join the staff of the William L. Clements Library of the University of Michigan, and there he served as curator of maps, curator of manuscripts, and assistant director.

Colton Storm is well known as a lecturer and writer on American history and rare books. In addition to many articles which he has written he is co-author with Howard Peckham of *Invitation to Book Collecting*, a standard work for neophyte collectors. He has also edited several books and manuscripts, including a five-year stint as editor of *American Book-Prices Current* and an appointment as editor of *Manuscripts*, a journal for autograph collectors.

For relaxation Storm is an enthusiastic amateur calligrapher and collector of calligraphic manuscripts, and on occasions he helps Mrs. Storm design and make her wonderful paste papers which are used for fine book binding. Storm also collects fakes and

forgeries and facsimiles of literary and historical manuscripts, partly because he finds them amusingly instructive and partly because he wants to get them off the market.

To the Western Reserve Historical Society, with its remarkable collections on Colonial history, the old Connecticut Reserve, Shaker and Confederate material, and early Ohio Valley books, Colton Storm brings a rich experience as a rare bookman and a scholar. He believes that great libraries are primarily collections of choice and well selected books and manuscripts, but at the same time he is a competent housekeeper, an able administrator.—*Lawrence S. Thompson.*



Colton Storm

MRS. KATHLEEN MADDEN CRILLY has been appointed associate librarian of Fordham University Library. Formerly librarian of the University's City Hall Division, she will make her headquarters in Duane Library on the Main Campus where she will co-ordinate the planning for expansion of the library.

A native New Yorker, Mrs. Crilly was graduated from the College of Mount St. Vincent in River-



Kathleen M. Crilly

dale, New York City, with the degree of Bachelor of Arts in 1948 and received her Master of Science degree in Library Science from Columbia University in the following year.

On graduation she joined the Circulation department of the New York Public Library and later served in the Legislative Reference Service of the Library of Congress from 1949 to 1951. She returned to New York in September 1951 as librarian of Fordham's City Hall Division Library.

A member of ALA and the Catholic Library Association, Mrs. Crilly is presently serving on the Alumni Advisory Committee of the Columbia University School of Library Service.

Mrs. Crilly assumes her new duties against the backdrop of a thorough acquaintanceship with Fordham's educational program and a vibrant interest in the growth of the library's role at Fordham.—*Joseph T. Hart.*

J. W. GORDON GOURLAY resigned as associate librarian at Louisiana Polytechnic Institute to become director of the library of Clemson College.

Mr. Gourlay, a native of Canada, received his A.B. degree from Queen's University, 1940, his B.L.S. degree from the McGill University Library School, 1941, and his A.M.L.S. degree from the University of Michigan, 1942. He served in the Royal Air Force as a member of a Bombing Squadron during the years 1942-45. Before coming to Louisiana Tech, he held the position of circulation librarian at Brown University and Indiana University.

As associate librarian at Louisiana Tech, Mr. Gourlay did an outstanding job in organizing a combined circulation and reference service. His pleasant personality and professional competence won him the respect and friendship of faculty, students, and staff members. His alertness to ways to improve library service and his keen analytical approach to problems were of inestimable value in increasing the efficiency of the library.

During his tenure at Tech, he served as chairman of the College and Reference Section of the Louisiana Library Association, and as chairman of the Southwestern Library Association's Committee on Standards.

Much as the library staff of Louisiana Tech regrets Mr. Gourlay's leaving, it is pleased that he has the opportunity to serve as director of the Clemson Library. It is also felt that the wider scope thus afforded him as an administrator of marked ability will result in continuous development of the library.—*E. J. Scheerer.*



J. W. Gordon Gourlay

H. RICHARD ARCHER has left sunny California for Chicago. Southern California booklovers, librarians, booksellers, gourmets, and sartorial aficionados are just now emerging from a state of shock into the realization that H. Richard Archer, former supervising bibliographer of the William Andrews Clark Library and more lately, curator in charge of graphic arts and rare books at the University of



H. Richard Archer

California at Los Angeles, has departed to accept the position of librarian at R. R. Donnelley Sons & Company of Chicago.

Archer's career in books since his birth on September 13, 1911 at Albuquerque, Territory of New Mexico, has been widely varied. He arrived in California in 1919. After employment as a bookseller on Los Angeles' West 6th Street, and later in Palo Alto, he graduated from the University of California at Berkeley in 1940. Archer attended the School of Librarianship at Berkeley and from there went to the University of Chicago Library School, where he received his M.A. in 1943 and remained as a research assistant until the summer of 1944. He returned to Los Angeles in 1944 to become supervising bibliographer of the Clark Library, where he did much to develop the collections, especially in the field of fine modern printing.

From 1946 to September 1953 he was secretary-treasurer and guiding genius of the Rounce and Coffin Club. He served the Zamorano Club as editor of *Hoja Volante*, for two years and librarian for three years. He was the founder and secretary of the society of Calligraphers, and he is on the Board of Editors of the Augustan Reprint Society and of the Book Club of California's *Quarterly News Letter*. In the midst of these activities he has also found time to operate the Hippogryph Press for his pleasure and that of his friends.

His many talents in the field of librarianship and printing, his impeccable taste, his great social talents and personal charm will undoubtedly prove a great asset to the Lake-

side Press and to the fraternity of librarians and booklovers of the Chicago area.—*Jake Zeitlin.*

LYDIA M. GOODING was appointed Curator of the Annmary Brown Memorial of Brown University on January 1, 1954.



Lydia M. Gooding

The Annmary Brown Memorial, which had been an independent museum from the time of its founding in 1907 by General Rush Hawkins, was transferred to Brown University in 1948. Upon the retirement on December 31, 1953, of Miss Margaret B. Stillwell, who had

served as Curator since 1917, the administration of the Annmary Brown Memorial was transferred to the University Library.

Miss Gooding has been a member of the University Library staff since 1946, where she has served as librarian of Pembroke College, personnel officer, and reference librarian at the John Hay Library. Before coming to Brown, she had served on the faculty of library schools at Emory, Syracuse and Columbia Universities, and had held appointments in the Princeton University Library and as librarian at Dickinson College and Mount Holyoke College.

Miss Gooding received the Bachelor of Philosophy degree at Dickinson College and

Bachelor of Science and Master of Science degrees from Columbia University, where she later was a member of the faculty and assistant to the Dean of the School of Library Service. During her years of teaching, she has conducted classes in bibliography and the history of printing.—*David A. Jonah.*

Dr. Lucy W. Markley, formerly on the staff at the Lutheran Theological Seminary in Philadelphia, will become assistant librarian of the Garrett Biblical Institute, Evanston, Illinois, the first of September. Dr. Markley received her B.A., B.D., and Ph.D. from the University of Chicago, and worked in that library as cataloger in the field of religion until 1939. She then served as librarian at Union Theological Seminary in New York until 1950. Following this, she was with the H. W. Wilson Company. Dr. Markley is an ordained Universalist minister.

Mrs. Ruth Lane, who retired on June 30, 1953 as librarian for the Vail Library of Electrical Engineering at M.I.T., has been working with Professor H. Frazier of the Department of Engineering on the development of the electrical engineering collection and on a program for the more effective use of the Vail Library.

Mirian S. Smith, who retired June 30, 1953 as reference librarian at Massachusetts Institute of Technology, has been surveying the M.I.T. libraries' service to industrial organizations.

Appointments

Ruth Boaz is assistant librarian of Illinois Wesleyan University, Bloomington, Illinois.

Jewell Davis is now head of the catalog department of the Alabama Polytechnic Institute Library, Auburn, Alabama.

William R. Eshelman is now assistant librarian of Los Angeles State College. He had formerly been serials librarian of the same institution.

Richard A. Farley is assistant director of libraries for science and technology at the University of Nebraska.

Anne E. Finnan has been appointed librar-

ian of the City Hall Division of the Fordham University Library in New York.

Mrs. Herta Fischer has been appointed librarian of the University of Nebraska College of Medicine in Omaha.

Eliza Atkins Gleason, formerly director of the Atlanta University School of Library Service, is now head, reference department, Chicago Teachers College and Wilson Junior College.

Rev. James G. Horigan, S.J., has been appointed director of the Riggs Memorial Library of Georgetown University, succeed-

ing Rev. Francis X. Byrnes. Father Byrnes is now in charge of the University's Jesuit collection.

Richard Johnson has been appointed circulation librarian of Iowa State Teachers College, Cedar Falls.

Robert K. Johnson, formerly chief of the Catalog Division of the Air University Libraries, Maxwell Air Force Base, Alabama, has been promoted to the position of chief of the Technical Services Division.

Kenneth C. Knight, formerly assistant to the director of the Alabama Polytechnic Institute Library, became associate librarian at Louisiana Polytechnic Institute, Ruston.

Nelson W. McCombs, formerly assistant director of the New York University Libraries, has been appointed librarian of the Gould Memorial library at the University Heights Center of N.Y.U.

Bonnie M. McGehee has been appointed assistant librarian of Tarleton State College, Stephenville, Texas. She was formerly curriculum and textbook librarian of the University of Texas.

Jane Oliver, formerly librarian of the University of Georgia Law School, became Georgia State Librarian on 1 April 1954.

John Parker has been appointed curator of the James Ford Bell Historical Library of the University of Minnesota.

Paul Parham has been appointed librarian of Panhandle A. & M. College, Goodwell, Oklahoma.

Mrs. Lenice Evelyn Felthous Reed has been appointed director of the Gordon College

Library in Boston, Mass.

Mary K. Sanders, formerly assistant in the University of Washington Law Library, has been appointed supervising law librarian in the California State Library.

Charles W. Sargent has been appointed curator of the Kansas Historical Collections at the University of Kansas.

Laurence H. Soloman, formerly chief of the branches of the Peoria, Illinois, Public Library, is now order librarian of the Colgate University Library.

Ruth Schaeffer has been promoted from acting librarian of the University of Illinois Education, Philosophy, and Psychology Library to librarian.

Jay W. Stein has been appointed librarian of Southwestern College, Memphis, Tennessee.

Esther Witcher, formerly periodicals librarian of the University of Oklahoma, has been appointed librarian of the new Education Psychology Library of the University of Oklahoma.

Patricia Wojick, formerly librarian of the Creighton University Medical School, has been appointed reference librarian of the Kresge-Hooker Scientific Library of Wayne University.

Carolyn Wray, formerly librarian of Gardner-Webb Junior College, Boiling Springs, N.C., has been appointed librarian of Judson College Library, Marion, Alabama.

Heartsill H. Young has been appointed serials acquisition librarian and lecturer in library science, University of Texas.

Retirements

Dr. Arthur W. Hummel, member of the Library of Congress staff since December 1927, and Chief of its Division of Orientalia since June 1928, has retired after nearly 27 years of service. During this period the Division of which he has been in charge has expanded from a small unit named the Division of Chinese Literature to a much larger Division that is concerned with providing for the Congress, for the Federal Government, and for the public information concerning the various countries of the Far and the Near East; and with the acquisition, cataloging, custody, and service of materials

in the languages of these regions. When Dr. Hummel came to the Library in 1927, the Division of Chinese Literature already possessed a substantial collection of nearly 100,000 Chinese volumes; but during the years of his administration it has expanded greatly, and at present the Division's collections of works in the languages of Asia total more than 750,000 volumes.

Mary M. Smelser has retired as curator of the Kansas Historical Collections, University of Kansas, after fifty years of service.

Margaret Bingham Stillwell, curator of

the Annmary Brown Memorial, Brown University since 1917 and authority on incunabula

and early printing, has retired from this position.

Necrology

Alfred Hafner, associated with the firm of G. E. Stechert & Co., later Stechert-Hafner, Inc., of 31 East Tenth Street, New York City, for sixty years, died in a small town near Zurich, Switzerland, on April 13, 1954. He was the father of Walter A. Hafner of Darien, Connecticut and Otto H. Hafner of New York City, president and vice president of Stechert-Hafner, Inc., respectively.

Alfred Hafner was educated in Frauenfeld and Zurich, where he began his life work as a bookseller, followed by a period with a book concern in Geneva, through which he gained sound experience in the trade and proficiency in European languages. In June 1889, he came to New York and, a few days after arrival, applied for work in G. E. Stechert's bookstore. Gustav Stechert, founder of the firm, made him manager of the French Department, then general manager in 1894, and a partner in 1897. Following Mr. Stechert's death in 1899, Alfred Hafner administered the business for several years, becoming sole owner in 1914. He had become a citizen of the United States in 1904.

Thus, for fifty years G. E. Stechert & Co., developed under the guidance and extraordinary organizational ability of Alfred Hafner, with his two sons as partners after 1926. This was a period of remarkable development in industry and in educational and technological institutions accompanied by the beginnings of the great reference, scientific and other special library collections of today. Mr. Hafner's unique contribution to American libraries was his recognition of the rapidly expanding need for scientific and other scholarly books and periodicals, and in filling this need through the organization he built up. He maintained branch offices in

England, France, and Germany, and agents throughout the world. His friends were many among his associates and in the professional groups he served during good periods and bad, through two world wars and in the face of difficulties created for the international bookseller by war and its aftermath. In 1946, the G. E. Stechert partnership was dissolved and Stechert-Hafner incorporated, with Alfred Hafner as vice president and the name of Hafner appearing in the firm name for the first time. In 1949 he officially retired and returned to his native Switzerland for his remaining years. He was an active supporter of the ALA and other library and cultural organizations.

Miss Reba Sarah Cawley, head of the Catalog Department of the Princeton University Library from 1927 to her retirement in 1942, died at the age of 77 in Princeton on February 20, 1954. After attending the University of Pennsylvania Miss Cawley joined the staff of the Princeton University Library in 1910 where she worked in various departments.

William Wirt Foote, head librarian of the State College of Washington for thirty-one years, died on October 20, 1953. Mr. Foote became librarian emeritus of Washington State in 1946.

Dr. Alexander Marx, director of the Jewish Theological Seminary Libraries since 1903, died on December 26, 1953.

Dr. Paul J. Neumann, librarian of the University Heights Center of New York University, died in November 1953.

Review Articles

Core of Education for Librarianship

The Core of Education for Librarianship.

A Report of a Workshop held under the auspices of the Graduate Library School of the University of Chicago, August 10-15, 1953. Ed. by Lester Asheim. Chicago, American Library Association, 1954. 68p. planographed. * \$1.50.

During the years, roughly, between 1946 and 1950 the faculty of the Graduate Library School of the University of Chicago addressed itself seriously to the problem of the core curriculum, and even made some considerable progress in defining the "core" and developing in fairly precise terms its course content. Thus the announcement, in the late winter of 1953, that the School would sponsor a workshop, at the University of Chicago, on "The Core of Education for Librarianship" came as a distinct surprise to many who, because of the general acceptance in principle of this "core concept" by most of the library schools, had begun to regard the idea of the "core" as no longer a particularly timely topic for discussion.

But whatever the reasons that lay behind the promotion of the Workshop, the dean of the Graduate Library School invited some sixty individuals, representing a wide variety of professional library activities, including many engaged in library education, to a five-day discussion period, to consider "whether the core concept has validity for library education and if so, what the content of such a core should be." (p.i) The group assembled in Ida Noyes Hall from August 10 to 14, 1953. They did not reconvene on Saturday, the 15th, as had originally been planned. Prior to the opening of the Workshop, each registrant was "sent a packet of informational materials pertinent to the specific area of his interest. These materials contained summaries of statistical data and other factual information from a variety of published sources. The data had no official status in the Workshop but were provided as background information which participants would have in common. It was possible, through

this procedure, to devote the entire period of the Workshop to a discussion of the central problem without having to divert time to the gathering of extant facts and findings on which the discussions could be based." (p.ii) These materials were sent to the registrants only after each had indicated "the area in which [his] major interest lay and [was] assigned to the committee which could most fruitfully utilize [his] experience and interests." (p.ii.)

The opening day of the Workshop was spent in plenary session, at which time the participants defined the "core" as "that part of the total curriculum which must be mastered by everyone, no matter what specialization he aims for, or at what level it is taught." (p.1.) During this first day the Workshop also considered the definition of a profession, and concluded by accepting that of Ralph Tyler, who identifies two major attributes of a profession: (a) the "existence of a recognized code of ethics," and (b) the possession of a "body of principles," upon which its techniques of operation are based. (p.3) In presenting the results of this first day of deliberation the author of the summary report here reviewed is careful to point out that "the Workshop was established without preconceptions [respecting the existence of a core]. Its objective was not to prove that a core exists, but to determine whether a core exists or not." (p.1) But the group soon discovered that, if it accepted the definition of Tyler, it must either accept the existence of a core of common theoretical knowledge, or reject professional status for librarians. (pp.4-5)

Having completed its preliminary work, the Workshop dispersed into five separate "committees," the personnel of which had been determined in advance according to the particular interests of the registrants. These Committees were denominated, respectively:

1. Library Training at the Undergraduate Level
2. Library Training at the Graduate Level
3. Training for Library Work with Children and Young People
4. Training for Librarianship in Special Subject Fields

5. Training for General Library Practice.

The Committees varied in size from nine to seventeen, the largest being that for Work with Children and Young People, and the smallest, strangely enough, being that concerned with General Library Practice. The task assigned to each was to "define the core content in terms of its own particular problems," (p.9)

When the Workshop reconvened in plenary session it was discovered that there was relatively complete agreement among the five Committees on the identification of seven "core areas," viz: (1) The Library and Society, (2) Professionalism, (3) Materials, (4) Services, (5) Administration, (6) Communication, and (7) Research. But the descriptions of these areas were found "to be so general as to be meaningless for any curriculum planners who might wish to refer to the Workshop recommendations for guidance." (p.14) Therefore, to save its deliberations from complete vacuity, the Workshop voted to reconstitute completely its committee structure to "represent" each of the core areas (plus a Committee on Implementation to recommend overall method, and a Drafting Committee) in order to state in more specific terms what the content of these areas should cover." (p.14)

The recommendations which were finally approved by the Workshop at its concluding plenary session are summarized in the last chapter of this report, and are here presented in outline:

I. The Study of the Library and Society, and their Relationship to Each Other

- a. Social institutions of which the library is one
- b. Kind of society which gives rise to the library as a social institution
- c. Functions of the library in society
- d. Community basis of origin and support of libraries
- e. Interrelationship of libraries to other forces and agencies in the community
- f. Social problems and trends affecting the library
- g. The library as a dynamic force in a democracy
- h. Position of library science among the social sciences

II. The Meaning and Characteristics of Professionalism

- a. The character of a profession, based upon the Tyler definition

- b. The comparison of librarianship with other professions

- c. The librarian's professional responsibilities

III. The Interpretation, Appreciation, Evaluation, Selection, and Use of Books, Materials, and Sources

- a. Organization and operation of the book trade

- b. Principles and practices in the evaluation and selection of materials, and methods of building a collection for a given group of users

- c. Knowledge and judgment in the use of the basic bibliographic and reference tools in book and non-book materials

- d. Interpretation of library materials to the end of helping the user

- e. Overview of standard and current books in subject fields, suitable for readers at all levels

- f. An awareness and an appreciation of the various types of non-book materials

IV. The Organization and Characteristics of Internal and External Library Services in Relation to the Users of the Services

- a. Acquisition

- b. Organization of material

- c. Circulation

- d. Reference Service

- e. Audio-visual Services

- f. Group services and services to individuals

V. The Basic Principles and Various Patterns of Library Organization and Management

- a. General principles of organization and management

- b. Patterns of library organization and management

- c. Relationships of the library to the larger organization of which it usually is a part

- d. Planning, housing, and equipping library services

- e. Personnel management

- f. Evaluation of library procedures and services

- g. Financing and budgeting

- h. Public relations

VI. An Introduction to the Characteristics and Functions of the Communication Process throughout History and in the Present. (There are no sub-headings here because, as originally approved, these related mainly to mass communication, until Margaret Egan rescued the workshop from its own confusion (pp.27-29).)

(It is unfortunate that the process of clarification, initiated by Miss Egan, was not carried further, for the exact nature of the library's relation to the communication process is the key to interpretation of the library's function in society. This should have been the starting point for the entire discussion, but the point was allowed to drop as though it were a minor quibble over words.)

VII. An Introduction to the Functions and Methods of Research, and the Use of Research Findings

(This was elaborated to mean that "individual library education programs may include . . . research studies," despite the protest of Stanley West that *should* should be substituted for *may* (p.30).)

The Committee on Implementation urged that increased attention be given to improving the selection of students qualifying for admission to the library schools; that criteria for the selection of library school teachers should be established; that the core program should be carefully integrated with existing courses, and that survey courses should be kept at a minimum; and that the work of the library schools should be integrated with the colleges or universities of which they are a part. (pp.31-33)

The author of this report is careful to point out that the seven headings listed above "are not course titles but descriptions of content areas which shall represent one-fifth of a minimum five-year program at the college level and beyond." (p.52) Also from the beginning, the Workshop had defined as being beyond its province any consideration of "specifics of teaching method, course sequence and comparative time spent on the several aspects of the recommended content." (p.52)

Finally, this report concludes with an appendix which lists over twenty characteristics "expected of the librarian as a professional person." (pp.67-68) One would like to quote them all, but space limitations necessitate selection:

Integrity

Wholesome respect for other people

Persistent effort to understand people

Natural talent and aptitude for working with people

A joy in mental life and activity

Librarianship is part of character

Work is not a daily chore etc., etc.

One really must see this list to believe it!

Throughout the text, too, there are statements which, perhaps because they have been lifted from the context of the original discussion, are difficult to interpret. Thus one reads, on page 14, "that most thesis research is of no value for librarians" and again, "that most librarians are not actually called upon to evaluate research." One wonders how any professional person can, today, read his own professional literature without being compelled to evaluate in some fashion the results of those investigations into the nature and characteristics of the field he is supposed to serve.

Even more puzzling is the statement on page 41, attributed to Howard Winger, "Employers want people who have had practice in cataloging; they don't care about the philosophy of it. The University of Chicago has had a course in the philosophy of cataloging, but this was regarded by the field as ridiculous." The Graduate Library School, to the knowledge of this reviewer, has never offered a course in "the philosophy of cataloging." To be sure, it has offered a research seminar in the theory of classification, but this was restricted entirely to advanced students at the level of the doctorate, and was never thought as a segment of the "core." This is, incidentally, the only mention anywhere in the report of any part of the doctoral program, even discussion of advanced training at the intermediate level having been held to a minimum. But since the remark was allowed to stand the reviewer, who formerly taught the seminar in theory of classification, might point out that the purpose of the doctoral program, and therefore its appropriate content and method, differs sharply from that of the core curriculum. One is not simply more of the other, and certainly not more "practice in cataloging." The two programs are—or should be—functionally related and the failure to perceive the nature of this relationship accounts for much of the profession's educational frustration, including that over the problem of research, as noted above. Surely, too, Mr. Winger can distinguish between *cataloging* and *classification*, which again are related but different processes. That the dean of students, who made this inaccurate and irrelevant remark, and the dean of the Graduate Library School, who let

it slip into the final report, could be so confused about both subject and level seems incomprehensible, but there it stands.

Viewed in retrospect, one cannot escape the conclusion that the areas identified in this report as being essential to the "core" are, in the main, the traditional subjects, enriched, perhaps, by a ubiquitous obedience to "principles" or "theory" as opposed to practice or technique. It seems not to have occurred to the participants of the Workshop that such principles must be *derived* either from current library practice, or from research, and that if a basic core of theoretical knowledge common to all librarianship is to be identified these are the only sources for its derivation. Thus one is still left with little more than technological or managerial instruction—raised to a slightly less mechanical level, to be sure, but still not truly professional. Obviously the professionalism of librarianship, if it exists (and this reviewer is quite convinced that it does) must be sought in other ways.

Furthermore, it is to be doubted whether any director of any library school in this country can look at these outlines of the core and not exclaim, "This is exactly what we have been teaching all the time!" In fact the author of this report admits this when, in his concluding chapter, he says, "None of these recommendations represents a particularly new or startling proposal. . . . Most of them have been voiced at one time or another by students of the field." (p.53) He does feel, however, that "The importance of the Workshop recommendations is that they represent a consensus of both practicing librarians and educators, and that they are no longer seen as interesting statements of theory but as accepted guides to practice. They represent, in a sense the signal to the schools that curriculum changes which, in the past, have seemed to be too idealistic for acceptance by the field, will be welcomed by the field." (p.41)

This failure of the Workshop to produce the results expected of it, may be attributed to a variety of factors:

1. Basically the plan of procedure that underlay the Workshop was unrealistic. One does not solve the complex and vexing problems of education, either for librarianship or any other form of human activity, by collective endeavor limited to five days of deli-

beration. The great advances in educational theory have not come through group discussion however "democratic" this may appear to be. On the contrary, progress has been the product of *individual* effort, over long periods of time, a product derived from the intense mental concentration of a rich and fertile brain, and executed in the quiet confines of the private study. Progress in education has not come through legislative enactment and the vote of the majority, yet "Each report was discussed by the group as a whole and was accepted, by vote, to represent the thinking of the Workshop participants." (p.34) That American education is no worse than it is is largely due to a life-time of individual labor by a Henry Barnard, a Horace Mann, a John Dewey, a Robert Maynard Hutchins.

2. At many points the Workshop seemed to lack focus and adequate leadership. That may have been due, in part, to a conscious effort by the sponsors to avoid predisposing the participants to any predetermined philosophy, point of view, or method of procedure. But whatever the explanation, one is often reminded of the classical remark by which Louis Round Wilson once abruptly terminated a fruitless argument in his course in "Library Trends," "I think this discussion is getting nowhere and if you fellows think it is, I think you're mistaken!" One wishes many times that "L. R. W." had been there.

3. By accepting, without much question, the general belief that the possession of a common body of theoretical knowledge is the most important single attribute of a profession, the Workshop, either consciously or unconsciously, based its deliberations on the simple logical proposition:

A profession has a common body of theoretical knowledge

Librarianship is a profession

Therefore, Librarianship must have a common body of theoretical knowledge.

Or, as the author of this report expresses it, "accept a core or reject professional status." (p.4) The alternative to "love me, love my dog," was one which the Workshop, quite obviously, was unwilling to accept, and thus the outcome of its deliberations was fore-ordained from the start. Adherence to the "core idea," then was not derived from any inherent characteristics of library practice,

but from an intense desire on the part of the personnel of the Workshop to "be professional."

4. The time-span of only five days was much too limited to permit the adequate formulation of concepts and principles of the magnitude here considered.

5. The concept of the sponsors regarding the relation of professional practice to educational theory was in error. The function of education is not to *follow* but to *lead*. Admittedly the educator would be well advised to submit his "findings" to the profession, at frequent intervals, for criticism and evaluation, but the basic responsibility for educational advance is his alone. That the Graduate Library School, under the leadership of Wilson, Waples, Joeckel, Butler, Randall, Carnovsky, and their immediate successors, achieved such marked success is largely to be attributed to the fact that it knew very well what it was about. It was quite self-sufficient; it felt no need to ask the profession which way progress lay; and it relentlessly and uncompromisingly blazed its own trail through the tangled wilderness of uncertainty and doubt, a trail that the profession soon wore into a well-beaten path.

But to this reviewer the most disturbing result of the Workshop was its insistence that at least a portion of the "core" be taught at the undergraduate level, and that "students who have had this undergraduate training in library subjects be permitted to demonstrate their mastery of 'duplicated' course content through examination rather than through having to retake courses with similar titles and content." (p.35) In vain LeRoy Merritt and William Williamson argued that such a recommendation would dilute the basic general education of graduate students; that, though it would be recognized as inadequate library training, it would be terminal in many instances; that graduates of such a program would often find themselves in truly professional positions. (p.36) To these arguments they might have added, that it would tend to obliterate the much too indistinct lines of demarcation between professional and sub-professional and between subprofessional and clerical workers; that it would complicate still further the confused pattern of degree structure; that it would raise a variety of difficult problems respecting state and muni-

cipal certification; that it would support a trend that the library schools have been struggling to oppose; that it is tacit admission that the "core" curriculum is not really "professional" after all; and that it would threaten to set library education back almost to the days before the Williamson report. "The majority felt, however, that some undergraduate work is acceptable . . . based on a realistic appraisal of supply and demand . . . and it is therefore better to offer the best training possible under the circumstances, recognizing that it is not ideal." (pp.36-37)

Hard on the heels of this report comes the announcement by the College of the University of Chicago that it will henceforth offer the traditional four-year baccalaureate degree with a year of undergraduate training in librarianship, to be administered by the faculty of the Graduate Library School. Thus one-fourth of the undergraduate courses of study will be devoted to library training, whereas even the Workshop recommended a maximum of 15 to 18 hours. How quickly the forces of deterioration have been set in motion! Thus has the Graduate Library School abrogated its original mandate from the Carnegie Corporation to prosecute "research, defined as 'extending the existing body of factual knowledge concerning the values and procedures of libraries . . . including the development of methods of investigation whereby significant data are obtained, tested, and applied' . . . and to leave to other library schools . . . the responsibility for passing on to their students a body of principles and practices that have been found useful in the conduct of libraries."¹ An Undergraduate Library School, this is the once-proud "G. L. S." at mid-century—*sic transit gloria!*—Jesse H. Shera, *School of Library Science, Western Reserve University*.

International Book Production

Grundriss des Buchhandels in aller Welt.
By Sigfred Taubert. Hamburg, E. Hauswedell, 1953. 351p. DM 20.

The literature on international book production and the flow of printed materials

¹ Waples, Douglas, "The Graduate Library School of Chicago," *Library Quarterly*, 1:26-27, January, 1931.

across today's many borders has been greatly enriched by Mr. Taubert's book. His guide to world literature will be of value to American publishers and book dealers concerned with the export market, and to librarians engaged in the acquisition of foreign materials.

Most of the existing works on this subject are of limited use because they 1) are out of date, 2) are geographically limited in scope, 3) do not give more than a mere listing of bookdealers and publishers, 4) are confined to the treatment of a special part of the broader subject, and 5) are not written in English.¹

The book under discussion has none of these shortcomings except that its use for the average American is limited because it has not yet been translated into English, but it is sincerely hoped that some international or American organization with global awareness will make a translation possible.

Mr. Taubert, the manager of the Press Bureau and Division of Market Analysis of the Börsenverein Deutscher Verleger und Buchhändler Verbände—the German counter to a combined American Book Publishers' Council and American Booksellers' Association—has worked for many years in the German and Scandinavian book trade. The broadening of these interests to a world scale led to the present work. Another reason for its origin lies undoubtedly in his connection with the Börsenverein, one of the best lead organizations of its type. Books form an important part of Germany's foreign trade and her publishers will use this work to increase their exports. If American publishers and bookdealers feel the economic challenge, librarians the cultural challenge, and State Department officials the political challenge, let them use this excellent tool with as much fervor as the Germans surely will.

After a short introduction explaining its scope and also its unavoidable shortcomings, the book is arranged alphabetically by countries, ranging from Afghanistan to Venezuela. As far as possible, the following in-

formation is supplied for each of the 87 countries:

1. Organization: This section gives the names, addresses and activities of the book-trade organizations and their publications.

2. Publishers, bookdealers: Types of publishers and bookstores are discussed and up-to-date statistical information supplied.

3. Booktrade: Discussion of trade channels, wholesalers, trade discounts, conditions of payment.

4. Production: Statistical data of production by title for several comparative years over a span of 20 to 25 years, whenever available. For the latest available year (usually 1951), production is broken down by subjects, translations from foreign languages, special editions, etc.

5. Import: Main countries of origin, weight and total amounts paid during 1951.

6. Exports: Same treatment as 5.

7. Professional books, periodicals and national bibliographies: A list of the most important tools for the bookdealer and librarian published in each country. This section is very comprehensive and contains not only bibliographies of trade books in the strict sense but also important works on the history of books (i.e. Lehmann-Haupt: *The Book in America*). This is the most valuable section from a librarian's point of view.

8. Professional education: Deals with the formal education of bookdealers—trade-schools and apprenticeships as required in many countries.

9. Copyright laws.

The book concludes with a 24 page appendix containing the text of the Unesco Book Coupon Prospectus, the Unesco agreement on the import of educational scientific and cultural materials, a description of the Organization for European Economic Cooperation, a summary of every international copyright convention from the Berne Convention in 1886 to the Geneva Conference in 1952, and American copyright procedures.

British and German experience has shown that trade follows the book. Mr. Taubert has provided us with a travel guide for the journey of books around the world.—*Frank L. Schick, Wayne University Libraries.*

¹ To illustrate these points: (1) Druckenmüller, A. *Der Buchhandel der Welt*. Stuttgart, Poeschel, 1935; (2) Unwin, S. *Booktrade Organization in Norway and Sweden*. London G. Allen, 1932; (3) Clegg's *International Directory of the World's Booktrade*, London, Clarke, 1950; (4) Schweizerischer Buchhändler und Verleger Verein, *Adressbuch des ausländischen Buchhandels*. Zürich, Schw. Buchhändler- und Verleger Verein, 1949; (5) Kirchner, Joachim, ed., *Lexikon des Buchwesens*. Stuttgart, Hiersmann Verlag, 1953.

Books About Books

The Hand-Produced Book. By David Diringer. New York, Philosophical Library, 1953. \$15.

Von Buchern und Bibliotheken (Of Books and Libraries). By Richard Mummendey. Bonn, Buchgemeinde, 1950. DM 14.50 (c. \$3.75)

Die Illustrierten Vogel-Bücher, ihre Geschichte und Bibliographie (Illustrated Bird Books, their History and Bibliography). By Clauss Nissen. Stuttgart, Hiersemann, 1953. 222 p. DM 60 (c. \$15.)

Fine Bird Books 1700-1900. By Sacheverell Sitwell, Handasyde Buchanan and James Fisher. London and New York, Collins & Van Nostrand, 1953.

Two observations of general interest can be made about the books to be discussed here. One is the fact that our knowledge of the history of the book, slowly but surely, is taking on global proportions. We are freeing ourselves from a perspective traditionally limited to the western civilization. Leading scholars are seeing more and more of the contributions of the many separate cultures that have contributed to the growth of the book as a vital instrument of intellectual growth and they are beginning to trace their mutual interaction.

The other observation is the growing volume of sound scholarship contributed by American archaeologists, paleographers, art historians and students of graphic communication.

David Diringer's *The Hand-Produced Book* is a beautiful example of widening horizons. The picture that emerges before the reader of this astonishingly rich and varied collection of material from all over the world is the most complete one ever painted of the birth and rise of the book from early beginnings to the advent of printing. It has excellent illustrations. The work is conceived as a companion volume to the same author's *The Alphabet*, and is to be followed by future studies on binding and illumination.

Certain defects of *The Hand-Produced Book* cannot be overlooked. It suffers throughout from the lack of a clear definition of the book as a specific combination of function and form. As a result the thread of continuity

is often submerged in general discussions of other forms of communication. Also, it is neither quite a supplement to *The Alphabet* nor yet really an independent work, as becomes evident to anyone who reads it without a copy of the other work at hand to refer to. Too often, developments are dealt with in subdivisions instead of as part of the main story, which therefore becomes hard to trace. The revolutionary change from roll to codex, for instance, does not emerge with sufficient clarity; the fact that bookbinding is reserved for another volume leaves a serious gap at this vital point. Certain inconsistencies of arrangement also tend to confuse the reader. For instance, a section on "The Book" of the Middle Ages" precedes rather than follows Chapter IV, "Greek and Latin Book Production." It also appears that the medieval period as a whole is not covered as thoroughly and as understandingly as the pre-Christian and early Christian developments. Paleography is treated rather superficially and the presentation of the Anglo-Saxon contribution, important as it is, far overshadows continental developments.

In trying to evaluate the effect of these deficiencies it is probably fair to say that *The Hand-Produced Book* will not lend itself too well to the purposes of a reader who desires a general introduction to the subject, nor, indeed, to text-book needs. Its real value, it seems to me, lies in its vast accumulation of facts, excellently illustrated. It will be a most useful reference work for many years to come. If considered and consulted as a specialized encyclopedia it will prove its unique qualities.

Dr. Richard Mummendey's book, by contrast, is organized as a fairly brief survey and general introduction to the story of books and libraries, mainly in Europe. In the latter portions of this work, dealing with librarianship, German conditions are featured. The illustrations are chosen with care and, again, with special interest in the works of German artists. With some change of emphasis and certain new chapters, including American developments, the book could probably be adapted for the use of students in this country.

Clauss Nissen's work on botanical illustration (reviewed in the July, 1952 issue of this journal) has made many friends for its reliable bibliography and the thorough exposi-

tion of one of the most important branches of the illustration of natural history. Nissen's new work, the *Illustrated Bird Books*, appears as the first contribution towards a projected record of all zoological illustration. The bibliographical section in the second half of the present volume is a combination of the earlier works of Anker, Zimmer, Coues, Mullens, Swann and Ronsil; as such it will be found a most useful working tool. For the text, in the first half of the volume, the author makes no claim to a writing of the history of ornithology; rather, he concentrates on its illustration, linking it up in a fresh and penetrating manner with the general history of art and graphic documentation. He pays special attention to the wealth of new studies on the progress of natural representation in the ancient and medieval world and in the early Renaissance. It is here, in the many footnotes quoting publications of recent years, that the reader is impressed with the volume and quality of American scholarship in a field so long dominated by the European specialist.

Although Nissen centers his attention chiefly on the Western tradition, he remains alert to the influence of Asia. He recognizes in the Near East an important bridge to the ancient world. The importance of the Far East remains enigmatic, since at present we do not know "whether these countries have produced a method of scientific representation similar to ours before their exposure to western science."

The book has 7 line illustrations in the text and 27 illustrations on 16 halftone plates. Especially charming are drawings by a living artist, Franz Murr, who deserves to be better known in these parts. The subdivisions of the text, presented only as running heads, could have been emphasized by a more distinct typographic treatment. Mention should be made of three carefully prepared indices, (1) of artists (with key numbers for draftsmen, engravers, lithographers, photographers,

etc.); (2) of birds; (3) of countries (chronological lists of the most important publications; and (4) of authors.

By an amusing coincidence Clauss Nissen's bird book, like his work on botanical illustration, appeared practically simultaneously with a book published on the same subject in England. But whereas Wilfrid Blunt's charming and inspiring *Art of Botanical Illustration* (also reviewed here in the July, 1952 issue) was more general and perhaps more popular in appeal than Clauss Nissen's scholarly volume, the current English counter-piece to his *Illustrated Bird Books* is decidedly a publication of more limited appeal.

The main point of distinction is that the *Fine Bird Books* addresses itself to the collector rather than to the scholar or bibliographer. Sacheverell Sitwell's introduction is a lively literary essay, with interesting autobiographical notes, rather than an objective history. The years 1700-1900 are chosen as the period of the de-luxe publication of folios with magnificent color plates. The present volume recaptures some of their glory in 38 reproductions of which 16 are in color, selected perhaps rather for their magnificence and splendor than for their artistic accomplishment.

The bibliography is focused upon the "fine" book, "one which is finely produced. Well printed on hand-made paper, preferably finely bound, it should be enjoyable to look at and to handle. The pictures must not only be well drawn but reproduced as near perfect as possible . . . the nearer these can be to life size the more agreeable they will be." This latter criterion is a little startling. Poor Thomas Bewick! And a little startling, too, is a merit system of Baedeker stars devised here by a forum which consists of one ornithologist and one bookseller: One star "*" for "fine" books; two stars "**" for "very fine" books; three stars "***" for the finest books. How fine can you get?—Hellmut Lehmann-Haupt, New York.

Foreign Libraries

Harald Tveterås has succeeded Wilhelm Munthe as director of the University of Oslo

Library. Mr. Tveterås was formerly one of the head librarians.

ACRL Microcard Series: Abstracts of Titles

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Titles Currently Available

ANDERSON, YEATMAN

Communication problems of exhibits and the application of modern museum technique to library exhibits. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, 1953. ([ii], 46 l. 29 cm. ACRL MICROCARD SERIES, no. 1) [Master's essay], Library Science 405. [University of Illinois] 1950. Bibliography: l. 43-46. 2 cards. \$.50.

This paper examines (1) communication problems of library exhibits and their com-

ponents and (2) application of modern museum techniques to libraries. It is a basic assumption that library exhibits are necessary and that their primary function is that of advertising or exploiting a library's book stock in the broadest sense. Regardless of the purpose of an exhibit, it is a problem of communication. Little information exists as to what these problems are. As a consequence it is suggested that there are five major problems. These are: (1) materials used, (2) how to get them into the hands of the consumer, (3) will he believe what has been said, written or pictured, (4) will he understand these materials, and (5) will he act on the basis

of this understanding. Museums have, in recent years, become aware of the problems and have attempted to discover means of overcoming them. In doing so they are developing new exhibit techniques. The keynote is "dramatic simplicity." A number of these techniques are described, and it is suggested that some can well be applied to library exhibits.

KESTER, MARTHA

Stephen A. Douglas: a bibliographical study. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, 1953. (ii, 55 l. 29 cm. ACRL MICROCARD SERIES, no. 2) (Master's essay, Library Science 411) University of Illinois, 1951. Bibliography: l. 8-10. 2 cards. \$.50.

Nineteenth century historians failed to recognize Douglas' importance in the national politics of the 1850's; they regarded him as a mere demagogue activated by purely selfish motives. Not only was he long overshadowed by Lincoln, but his neutrality on the slavery issue caused him to be held in contempt as long as the bitter feelings over slavery remained. Since 1900 Frank H. Hodder, Allen Johnson, George F. Milton, James G. Randall and others have re-evaluated Douglas' career. They have been less pre-occupied with the slavery issue and have recognized Douglas' primary interest in the development of the West. Douglas is now regarded by some authorities as a far-sighted statesman whose efforts to compromise the differences of North and South by application of the principle of popular sovereignty might have averted the Civil War had it not been for extremists on both sides.

TALMADGE, ROBERT LOUIS

Practices and policies of the reference departments of large university libraries concerning the preparation of bibliographies. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, 1953. (iv, 64 l., tables, 28cm. ACRL MICROCARD SERIES,

no. 3) Thesis (M.S. in L.S.)—University of Illinois, 1951. Bibliography: l. 64. 1 card. \$.25.

Most reference departments of the twenty largest American university libraries consider the preparation of brief bibliographies for faculty members, students, and other patrons a legitimate reference service; a few disagree. Among the former, however, it is considered an "extra" service, often subject to various limitations, unpublished, incompletely recorded, and informal. Annual output varies widely, to a maximum of 150. Bibliographies are usually carefully prepared and annotated by subject specialists, yet almost half the libraries do not preserve copies for subsequent use. Duplication of effort among the reference departments through preparation of bibliographies on identical subjects appears to be insignificant.

PERRY, RUTH ROBINSON

Clandestine publications issued in Belgium during the German occupation, 1914-1918: with a checklist of clandestine serials in the Hoover Library on War, Revolution, and Peace. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, 1953. ([iii], 67 l. 28 cm. ACRL MICROCARD SERIES, no. 4) Thesis (M.A.)—University of California, 1939. Bibliography: l. 57-59. 2 cards. \$.50.

One of the first results of the occupation of Belgium by German forces in August to October 1914, was the censorship of all publications, which in turn led to the development of a clandestine press which functioned with varying success throughout the four years of the occupation. Some periodicals achieved only one issue before suppression, while others, such as the *Libre Belgique*, were published for almost the whole period.

Publishers were in most cases the clergy, professors, and other intellectuals, and subject matter included news of Allied successes, anti-German articles, reprints of Cardinal Mercier's messages to the Bel-

gian people, and cartoons and acrostics designed to torment the invaders and maintain the morale of the Belgians. More than fifty-five periodical titles appeared, as well as many pamphlets, all distributed widely by a well-organized underground. The Hoover Library collection of this material includes over fourteen hundred separate items.

[LA MASTER], CHRISTINE CAROLYN
(CONLEY)

A comparison of the grade placement of fifty children's books of fiction about the Southwest according to the Children's Catalog and the Lorge formula. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, 1953. (iv, 96 l., tables, 29 cm. ACRL MICROCARD SERIES, no. 5) Thesis (M.A.)—University of California. 1948. Bibliography: l. 55-58. 3 cards. \$.75.

This study is concerned with the grade placement of books in children's rooms or departments of public libraries. It compares the reading difficulty of fifty books of juvenile fiction as rated by the *Children's Catalog* and as determined by a statistical formula for the grade placement of books. Useful information about the fifty children's books is included. This study also attempts to evaluate the advantages and disadvantages of both grading techniques: the expert opinion that determines the grade placement in the *Children's Catalog* (subjective) and the statistical measure of the readability represented by the Lorge Formula (objective). As illustrated by the study there are weaknesses and limitations in both the subjective and objective methods of grading books. Therefore, until formulas are more inclusive and reliable in their predictions, both subjective and objective grade placement are valuable for grading books in children's departments of public libraries.

KARPENSTEIN, KATHERINE

Illustrations of the West in Congressional documents, 1843-63. Rochester, N.Y.,

University of Rochester Press for the Association of College and Reference Libraries, 1953. ([2], 205 l. 29 cm. ACRL MICROCARD SERIES, no. 6) Thesis (M.A.)—University of California, 1939. Bibliography: l. 200-205. 5 cards. \$1.25.

This study describes those reports of U. S. Government expeditions published in the Congressional set previous to the use of photography, which contained illustrations of places in the present states of Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington and Wyoming. It reviews the means of reproduction used and gives biographical data on the artists, lithographers and engravers. It concludes with a list of the pictures and an index of the places and persons shown in the illustrations.

ARCHER, HORACE RICHARD

A survey of the history of printing, typefounding and bookselling in seventeenth century England: with some examples of the books published which are representative of the books printed during the period: and a chronology of events important in the annals of English printing, 1600-1700. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, 1953. ([2], ii, 137 l., tables. 29 cm. ACRL MICROCARD SERIES, n. 7) Thesis (M.A.)—University of California, 1943. Bibliography: l. 127-137. 4 cards. \$2.00.

The authorities on printing seem to agree that during the seventeenth century in England, printing reached its lowest level. This preliminary study attempts to survey the history and development of printing, typefounding and bookselling of the century in an effort to relate the finished books to the unusual times in which they were published.

The history of printing, typefounding and bookselling will not be understood thoroughly until the important developments of the seventeenth century in England are more widely known. Many

aspects of the trades as we know them today had their beginnings in the periods of economic and social unrest due to political and religious controversies during the turbulent seventeenth century.

There is a short preliminary chapter, followed by three chapters wherein each topic is treated chronologically, and a section wherein twenty typical seventeenth century English books are bibliographically examined and described, with the location and comparison of copies at the University of California, the Newberry Library and the University of Chicago. The Appendix contains the Annals, and there is a Bibliography containing over a hundred entries.

STUTSMAN, ELLEN BUTLER

Historical development from 1792 to 1936 in the printed documents of Kentucky, with a view to their cataloging. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, 1953. ([1]), ii, 94 l. 29 cm. ACRIL MICROCARD SERIES, no. 8) Thesis (M.S. in L.S.) Columbia University, 1944. Bibliography: l. 90-94. 3 cards. \$.75

The aim of this bibliography is not to compile a complete official list of Kentucky state publications, but to present a list of correct and recent author entries for Kentucky documents as a guide to catalogers. The author entries run from 1792, when the Commonwealth was founded, to 1936, the date of the last Governmental Reorganization Act. This study also offers a solution to the problem of how to formulate decisions on form of entry by quoting authorities and cataloging rules for both federal and state documents. These rules are illustrated by examples from Kentucky documents.

The entries are arranged alphabetically word by word. The list includes all headings that have been discovered under Kentucky as author. The entry is made under the latest form of the name, with a generous amount of cross references supplied for all other forms of the name previously used. Under the latest official form of the name of the document a brief history of the agency is given to show the dates of

establishment, abolition, mergers, and changes of name. The application of the ALA catalog rules of the latest form of the corporate name, as stated in the law for each official body, has been used wherever it has been possible to ascertain this form.

BUDINGTON, WILLIAM STONE

The obsolescence of engineering books. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, 1954. (v, 60 l., charts, tables. 29 cm. ACRIL MICROCARD SERIES, no. 9) Thesis (M.S. in L.S.)—Columbia University, 1951. Bibliography: l. 58-60. 2 cards. \$.50.

Following Gosnell's methods as developed for liberal arts subjects, it was determined that there exists a rate of obsolescence for engineering books. This is approximately 16.5%, the proportion becoming obsolete each year, as compared with liberal arts rates of about 9%.

Imprint dates were tabulated from three general technical and four specialized technical bibliographies and graphically analyzed. A maximum is reached one to three years prior to the lists' publication dates, the number of earlier titles decreasing with age. No correlation was found with annual rates of technical book production. The distribution curve follows closely the organic decay curve

$$y = y_0 b^x$$

where y = number titles remaining

y_0 = initial number of titles

b = rate of change

x = time in years

By means of the straight line logarithmic form of this equation and the method of least squares, the rate of change and rate of obsolescence are obtainable.

Inclusion of older titles in bibliographies is greater for fields which have been long established, and is primarily for historical and supplemental interests. The study reveals that the obsolescence rate for engineering tends to be a constant and is substantially higher than for liberal arts fields.

MURRAY, THOMAS B.

An evaluation of ⁴¹e reference collections

in the libraries of seven San Francisco Bay area junior colleges. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, 1954. (iv, 76 l., tables, 28 cm. ACRL MICROCARD SERIES, no. 10) Thesis (M.L.S.) University of California, 1953. Bibliography: l. 74-76. 3 cards. \$.75.

An evaluation of junior college library reference collections based upon the number of titles held per student, per faculty member, and per credit unit offered; the number of various different kinds of titles; and a comparison between the number of units offered and the number of titles held for various curriculum areas. Lists of titles held by a majority, by five, by six, and by all of the seven collections studies are included.

MAINOUS, BRUCE H.

A Sainte-Beuve bibliography, 1938-1952, by Bruce H. Mainous and Hensley C. Woodbridge. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, 1954. (21 l. 28 cm. ACRL MICROCARD SERIES, no. 11). 1 card. \$.25.

It is the purpose of this bibliography to provide a comprehensive view of Sainte-Beuve publishing and research for the years 1938, which was the closing date of the last such bibliography,¹ through 1952.

The material is classified according to its nature, as follows: I. Works of Sainte-Beuve; II. Correspondence; III. Prefaces and notices by Sainte-Beuve; IV. References, books; V. References, periodicals; VI. Theses and work in progress; VII. Miscellaneous. Where practicable, reviews and translations are grouped with the original work.

The mere statistics of the bibliography reveal a remarkable activity in Sainte-Beuve research. Thus, under "References, periodicals," are listed 99 titles, and the section on theses and work in progress, in spite of the lack of complete information

on such projects, has 34 titles. The international scope of this interest in Sainte-Beuve is also indicated; for example, of the 58 entries under "Works of Sainte-Beuve," 32 were published outside of France in nine different countries.

The compilers believe that the bibliography may be of aid also in certain evaluative studies and in differentiating among the trends of the various scholars. The number of entries, 265 in all, and the presence of the names of many of the foremost scholars attest to the continuing importance of Sainte-Beuve in world literary history.

KULP, ARTHUR CLAUDE

The historical development of storage libraries in America. Rochester, N.Y., University of Rochester Press for the Association of College and Reference Libraries, 1954. (iv, 40 l. 28 cm. ACRL MICROCARD SERIES, no. 12) [Master's essay, Library Science 405] University of Illinois, 1953. Bibliography l. 37-40. 2 cards. \$.50.

The rapid growth of American libraries during the late nineteenth and early twentieth centuries has forced librarians to store books. Movable shelving, weeding of the collection, and the opening of department libraries have all been used as alternatives to book storage. The most difficult problem faced by librarians trying to establish storage libraries has been the selection of suitable material to send to such libraries. Iowa State, in 1930, was one of the first institutions to store books in a building other than the library. Each year more libraries have established storage collections. The New England Deposit Library organized in 1942 and the Midwest Inter-Library Center in 1951 are outstanding examples of regional depositories developed through interlibrary cooperation.

SWEET, ARTHUR P.

The "trade book" and the book trade: a study in the terminology and structure of American publishing. Rochester, N.Y.,

¹ Dreher, S., and Rolli, M. *Bibliographie de la littérature française, 1930-1939*. Lille, Guard, Geneva, Droz, 1948.

University of Rochester Press for the Association of College and Reference Libraries, 1954. ([1], 20 l., tables. 27 cm. ACRL MICROCARD SERIES, no. 13) Term paper Library Science 113. Columbia University, 1949. Bibliography: l. 20. 1 card. \$.25.

The term "trade book" no longer has any precise meaning. There is, therefore, need for a redefinition of the "general-interest book"; and such a redefinition is here attempted, together with a correlative outline of scope of the "special-interest book." The pyramidal structure of the American book-publishing industry, and the chaotic state of book distribution, are briefly outlined with particular reference to the special-interest book. There is need for better customer service on special-interest subjects; and, in this, the librarian can help.

THOMPSON, ELBERT ANDREW

The Club Bindery, Rochester, N.Y.,
University of Rochester Press for the Asso-

ciation of College and Reference Libraries, 1954. (iv. 57 l., mounted illus. 28 cm. ACRL MICROCARD SERIES, no. 14) List of references: l. 56-67. 2 cards. \$.50.

In 1895 a group of New York bibliophiles, most of whom were members of the Grolier Club, founded the Club Bindery with the purpose of setting up a shop which could execute bindings comparable in quality of London and Paris. The leaders were E. B. Holden and Robert Hoe, with the latter playing a major role in the final years. Nearly all of the workmen were imported. From France came Henri Hardy and the great Leon Maillard. From England came Thomas J. Holmes, later to win fame as the scholarly bibliographer of the Mathers. Many of the finest bindings ever executed in North America came from the Club Bindery. However, such a shop required a regular flow of orders from wealthy bibliophiles willing to pay high prices for quality work. Such a situation has never existed in America, and in April 1909 the Club Bindery was closed.

Proceedings:

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